

# Institutional Self Evaluation

FOR REAFFIRMATION OF ACCREDITATION

**SANTA BARBARA CITY COLLEGE**

July 2015



Prepared and submitted by  
Santa Barbara City College

721 Cliff Drive  
Santa Barbara, CA 93109-2394  
[www.sbccc.edu](http://www.sbccc.edu)

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*Prepared and submitted by*

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721 Cliff Drive  
Santa Barbara, CA 93109-2394



**JULY 2015**

# Acknowledgements

Santa Barbara City College would like to thank the following for their special contributions to the production of the Self Evaluation:

*Administrative Support:*

Angie Esqueda, Paulmena Kelly

*Design:*

Kimberly Kavish Design

*Editing and Proofreading:*

Dr. Priscilla Butler

*Evidence Links and Formatting:*

Anita Cole, Erin Coulter, Becky Saffold

*Our apologies, as well as our gratitude, to those we may have left off this list.*

# Certification of the Institutional Self Evaluation Report

DATE: July 27, 2015

TO: The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

FROM: Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, CA 93109

This Comprehensive Institutional Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status in support of re-affirmation of accreditation.

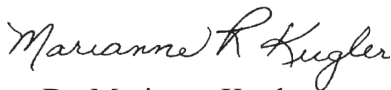
We certify that there was broad participation by the campus community in preparing the report, and we believe that it accurately reflects the nature and substance of Santa Barbara City College.



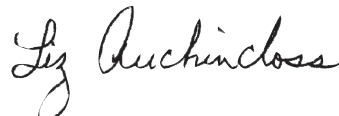
Dr. Lori Gaskin  
*Superintendent/President*



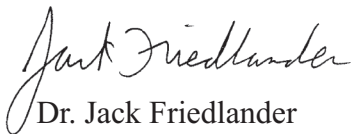
Dr. Kimberly Monda  
*President, Academic Senate*



Dr. Marianne Kugler  
*President, Board of Trustees*



Ms. Elizabeth Auchincloss  
*President, California School Employees Association*



Dr. Jack Friedlander  
*Executive Vice President, Educational Programs*



Mr. Daniel Watkins  
*Advancing Leadership Committee Representative*



Mr. Robert F. Else  
*Senior Director, Institutional Assessment, Research, and Planning; Accreditation Liaison Officer*



Ms. Colette Brown  
*President, Associated Student Government*

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# Introduction



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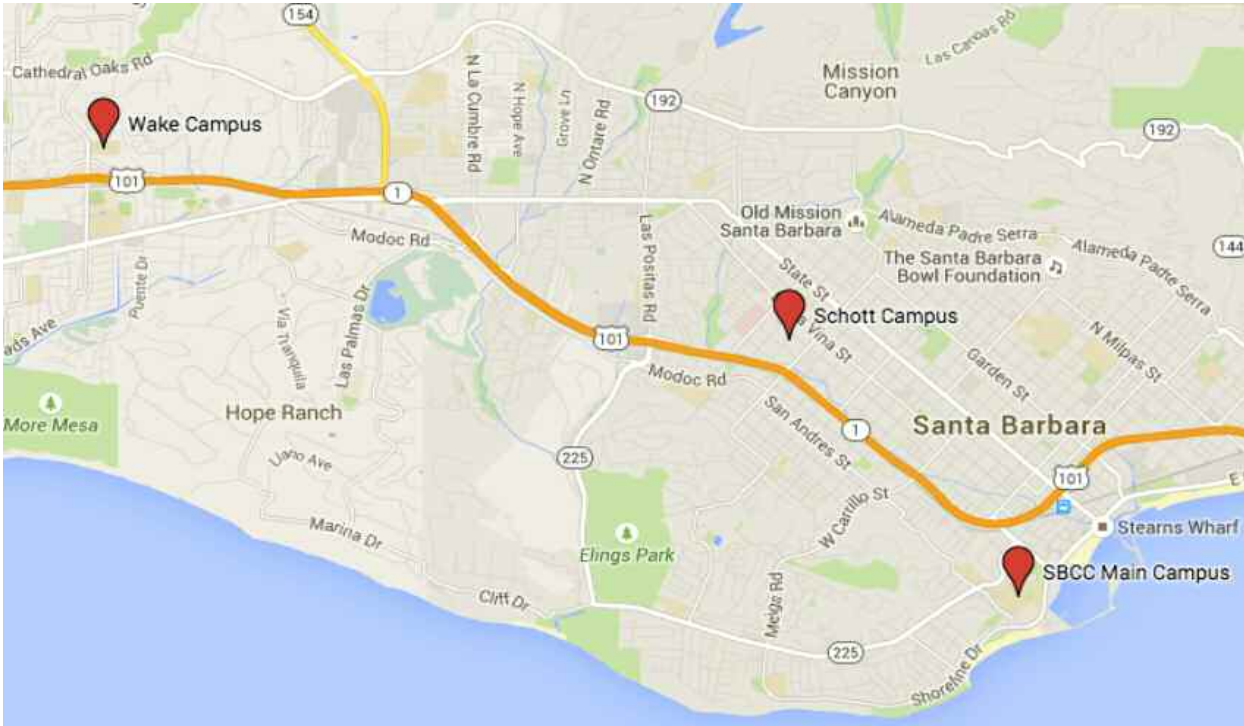
# Description of the College

Founded in 1909, Santa Barbara City College (SBCC) is one of the premier community colleges in the nation. The selection of the College as the co-winner of the prestigious Aspen Prize for Community College Excellence in 2013 is a recent validation of this ranking. SBCC was recognized for its quality and focus in four areas: facilitating underrepresented and minority student success, student learning outcomes, degree completion and transfer rates, and labor market success in securing good jobs after college. The award is a reflection of the success of the College in fulfilling its mission:

*As a public community college dedicated to the success of each student...  
 Santa Barbara City College provides students a diverse learning environment that  
 inspires curiosity and discovery, promotes global responsibility, and fosters  
 opportunity for all.*

SBCC serves approximately 20,000 credit students and 12,000 noncredit students annually. The College offers strong academic programs and innovative and award-winning student success initiatives, a robust transfer program, and a rich career technical program reflective of the local business community’s input and workforce needs. Student life is an important part of the campus environment with numerous opportunities for students to become involved in student leadership and more than 50 clubs.

The main campus is located on 74 acres overlooking the Pacific Ocean. The Schott and Wake Campuses, which serve the noncredit and fee-based Center for Lifelong Learning (CLL) programs, are located nearby in the community.



College Facts (as of July 2014, combined credit and noncredit)

- Instruction and administrative and support services are provided by 230 full-time faculty, 472 adjunct faculty, and 355 full-time staff and management.
- Sixty-one percent of SBCC students are under age 25. Twenty-nine percent are between ages 25 to 44 with the remaining ten percent ages 45 and older.
- The largest student ethnic groups are White (42%) and Hispanic (39%) followed by Asians (7%) and Black/African Americans (3%).
- Sixty-three percent of SBCC students are part-time, and thirty-seven percent are full-time.

## SBCC STRENGTHS

SBCC has outstanding faculty and staff as well as a diverse and engaged student population. SBCC's well-earned reputation for innovation and excellence has resulted in numerous awards, including:

- Aspen Prize for Community College Excellence, Aspen Institute
  - 2013 Co-winner<sup>1</sup> for outstanding achievement in student outcomes in completion, labor market, learning, and equity
  - 2011 Top Ten finalist
- *Excelencia* in Education
  - 2014 National winner for *Express to Success* Program (for increasing achievement for Latino students in the associate degree category)
- American Library Association
  - 2011 Excellence in Academic Libraries' national winner in community college category (for focus on community outreach and student learning)
- California Community Colleges Chancellor's Award for Best Practices in Student Equity
  - 2012 – SBCC Express to Success Program (accelerated curriculum primarily for underrepresented and underserved students)
- Academic Senate for California Community Colleges' Exemplary Program Awards
  - Six past program recipients, including the Partnership for Student Success, Running Start, Gateway to Success, Marine Diving Technology, Multicultural English Transfer, and Cooperative Agencies Resource for Education

<sup>1</sup> [The 2013 Aspen Prize for Community College Excellence](#)

SBCC's academic programs and student support services are regarded as outstanding, and the College has earned a strong reputation in the community, region, and state, as evidenced by the myriad of awards received honoring the fine work of its faculty, staff, administrators, and students. The College received reaffirmation of accreditation with nine commendations in 2009 through the Accrediting Commission for Community and Junior Colleges (ACCJC). The College has a well-established governance structure as well as successful partnerships with the University of California, Santa Barbara and California State University, Channel Islands.

## SBCC CHALLENGES AND OPPORTUNITIES

The following Strategic Directions and Strategic Goals are documented in the College's *Educational Master Plan 2014*<sup>2</sup> and provide a sense of the College's opportunities and challenges.

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

- Strategic Goal 1.1. Support students as they transition to college.
- Strategic Goal 1.2. Increase on-campus and community-based student engagement as a vehicle for purposeful learning.
- Strategic Goal 1.3. Build and enhance programs that advance student equity, access, and success across all subgroups.
- Strategic Goal 1.4. Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.
- Strategic Goal 1.5. Implement effective practices to promote student learning, achievement, and goal attainment.
- Strategic Goal 1.6. Foster institutional improvement through professional development.

*Strategic Direction 2. Provide facilities and institute practices that optimally serve college needs.*

- Strategic Goal 2.1. Modernize the College's facilities to effectively support teaching and learning.
- Strategic Goal 2.2. Develop a culture of emergency preparedness.
- Strategic Goal 2.3. Improve the College's safety infrastructure.
- Strategic Goal 2.4. Implement sustainable environmental practices.
- Strategic Goal 2.5. Balance enrollment, human resources, finances, and physical infrastructure.

<sup>2</sup> [Educational Master Plan 2014](#)

*Strategic Direction 3. Use technology to improve college processes.*

- Strategic Goal 3.1. Systematically identify and improve operations using appropriate technology.
- Strategic Goal 3.2. Engage faculty in learning opportunities to identify and innovate with new instructional technologies that improve student learning.
- Strategic Goal 3.3. Integrate systems and processes where appropriate and feasible.

*Strategic Direction 4. Involve the college community in effective planning and governing.*

- Strategic Goal 4.1. Create a culture of college service, institutional engagement, and governance responsibility.
- Strategic Goal 4.2. Improve communication and sharing of information.
- Strategic Goal 4.3. Strengthen program evaluation.

# Organization for the Self Evaluation Process

The Self Evaluation process involved the broad participation of the campus community as a whole, and accurately reflects the nature and substance of Santa Barbara City College. The process formally began with the formation of the Accreditation Committee<sup>3</sup> in fall 2013, made up of 68 faculty, staff, administrators, managers, and students, as the organization responsible for in-depth knowledge of the standards and expectations of the ACCJC, and for overseeing the completion of the Self Evaluation Report itself.

## Timeline for the Institutional Self Evaluation

September 2013	Formation of Accreditation Steering Committee and selection of Team Members for each Standard
September 2013 ongoing	Regular updates to Board of Trustees
November 8, 2013	Accreditation Steering Committee attends ACCJC Accreditation Training at Antelope Valley College
November 26, 2013	Accreditation Self Evaluation Kickoff Meeting. Plan meeting schedules and writing assignments, set up document structure and templates, and set the timeline.
May 30, 2014	Rough Draft #1. Reviewed by the Steering Committee with written feedback, discussed at subsequent meetings
November 24, 2014	Rough Draft #2. Reviewed by the Steering Committee with written feedback, discussed at subsequent meetings
December 8, 2014	Review of Actionable Improvement Plans
December 18, 2014	Clean Draft #1. Reviewed by the Steering Committee with written feedback, discussed at subsequent meetings
March 6, 2015	Clean Draft #2. Reviewed by the Steering Committee with written feedback, discussed at subsequent meetings

<sup>3</sup> [Accreditation Committee Membership and Structure](#)

April 14, 2015	Campus wide distribution with request for feedback Distribution to governance bodies with request for feedback <sup>4</sup>
April 21, 2015	First Reading by the College Planning Council
May 5, 2015	Second Reading and approval by the College Planning Council
May 28, 2015	First Reading by the Board of Trustees
June 11, 2015	Second Reading and approval by the Board of Trustees
June 15 to July 26, 2015	Final proofing, production, and printing
July to August 2015	Production of a short accreditation guide to provide an overview of the accreditation process and focus on the Actionable Improvement Plans
July 27, 2015	Self Evaluation Report mailed to ACCJC and Visiting Team
August 12, 2015	Self Evaluation Overview at Board of Trustees retreat
August 18, 2015	Self Evaluation Overview at College Planning Council retreat
August 19, 2015	Self Evaluation Overview at Academic Senate retreat
August 20, 2015	Accreditation Overview at Fall All-Campus Kickoff based on the Accreditation Survival Guide
September 28 to October 1, 2015	ACCJC team visit

<sup>4</sup> [College Planning Council Agenda Item 5.6 April 21, 2015](#)

## The Accreditation Steering Committee

The Accreditation Steering Committee is responsible for:

- Knowing the accreditation process, the standards, and the expectations for the Self Evaluation Report
- Overseeing the completion of the Self Evaluation Report
- Reviewing all drafts of the report and providing feedback
- Serving as an accreditation resource to the campus community

The Accreditation Steering Committee is made up of the Chair, the two co-chairs of each of the four standards, and the co-chairs of each of the sub-standards, as detailed below.

### Accreditation Committee Chair

Robert Else

Sr. Director, Institutional Assessment, Research, and Planning (IARP);  
Accreditation Liaison Officer (ALO)

### Accreditation Committee Standards Co-Chairs

There are two co-chairs for each of the four standards:

Standard I: Robert Else, ALO

Dr. Dean Nevins, Faculty

Standard II: Dr. Jack Friedlander, Executive Vice President, Educational Programs

Dr. Kimberly Monda, Faculty

Standard III: Joe Sullivan, Vice President, Business Services

James Zavas, Assistant Controller

Standard IV: Dr. Lori Gaskin, Superintendent/President

Kenley Neufeld, Dean

## Accreditation Committee Members

There are nine committees, corresponding to the nine sub-standards. Each committee has two chairs, and team members made up of faculty, classified staff, and in the case of Standards II and IV, student representatives.

The chairs of each of the sub-standards serve on the Accreditation Steering Committee.

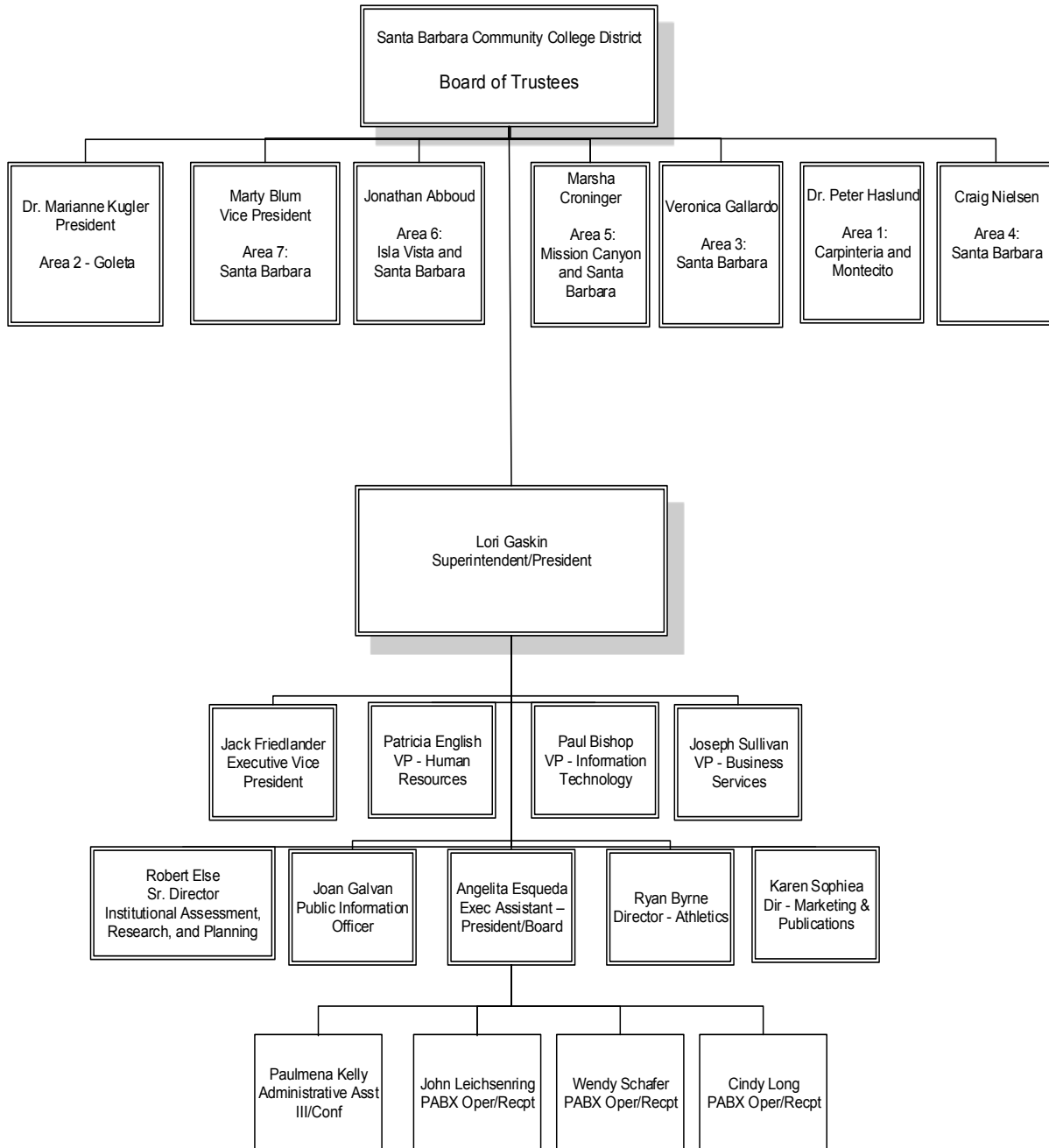
	<b>Chair of Sub-standard</b>	<b>Team Members</b>
<b>Standard I</b>	Robert Else, ALO Dr. Dean Nevins, Faculty	Kelly Lake, Faculty Mark Ferrer, Faculty Melanie Rogers, Staff Allison Chapin, Staff Marilynn Spaventa, Dean Alan Price, Dean
<b>Standard IIA</b>	Dr. Jack Friedlander, Manager Dr. Kimberly Monda, Faculty	Carrie Hutchinson, Faculty Eric Wise, Faculty Shelby Harrington, Staff Becky Saffold, Staff Carola Smith, Manager Dr. Alice Perez, Dean
<b>Standard IIB</b>	Dr. Ben Partee, Dean	Angela Warren, Faculty Dr. Melissa Menendez, Faculty Darren Phillips, Staff Erik Erhardt, Staff Allison Canning, Manager Shelly Dixon, Manager Colette Brown, Student
<b>Standard IIC</b>	Elizabeth Bowman, Faculty	Dr. Jerry Pike, Faculty Dr. Stanley Bursten, Faculty Donna Waggoner, Staff Rosemary Santillan, Staff David Wong, Manager



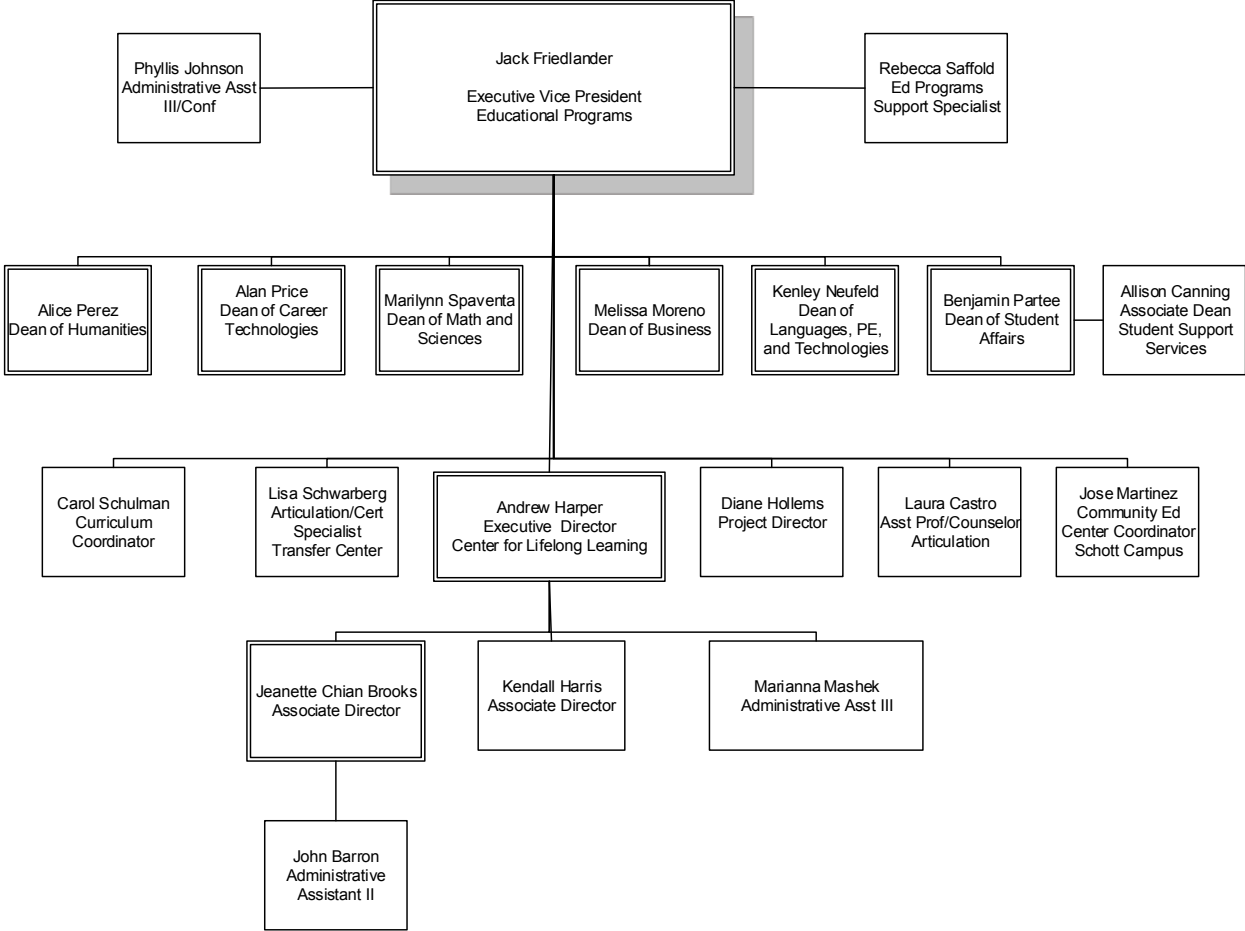
<b>Standard IIIA</b>	Pat English, Manager	Anne Redding, Faculty Ignacio Ponce, Faculty Mary Arnoult, Staff Sharon Remacle, Staff Karen Sophiea, Manager Marsha Wright, Manager
<b>Standard IIIB</b>	Julie Hendricks, Manager	Dr. Adam Green, Faculty Dr. Mike Gonella, Faculty Adrienne Betty, Staff Amy Collins, Staff Mark Broomfield, Manager Josh Murray, Manager
<b>Standard IIIC</b>	Dr. Paul Bishop, Manager	Mohammed El-Soussi, Faculty Stephen DaVega, Faculty Nancy Tolivar, Staff Martha Seago, Staff Brad Hardison, Manager Jason Walker, Manager
<b>Standard IIID</b>	Lyndsay Maas, Manager	Dr. Sharereh Masooman, Faculty Esther Frankel, Faculty Steve Reed, Staff Lisa Saunders, Staff Jim Clark, Manager Rob Morales, Manager
<b>Standard IV</b>	Dr. Lori Gaskin, President Kenley Neufeld, Dean	Dr. Barry Tanowitz, Faculty Geoff Thielst, Faculty Liz Auchincloss, CSEA Scott Kennedy, Staff Daniel Watkins, Manager Michael Medel, Manager Gracie Maynetto, Student

# Organization of the Institution

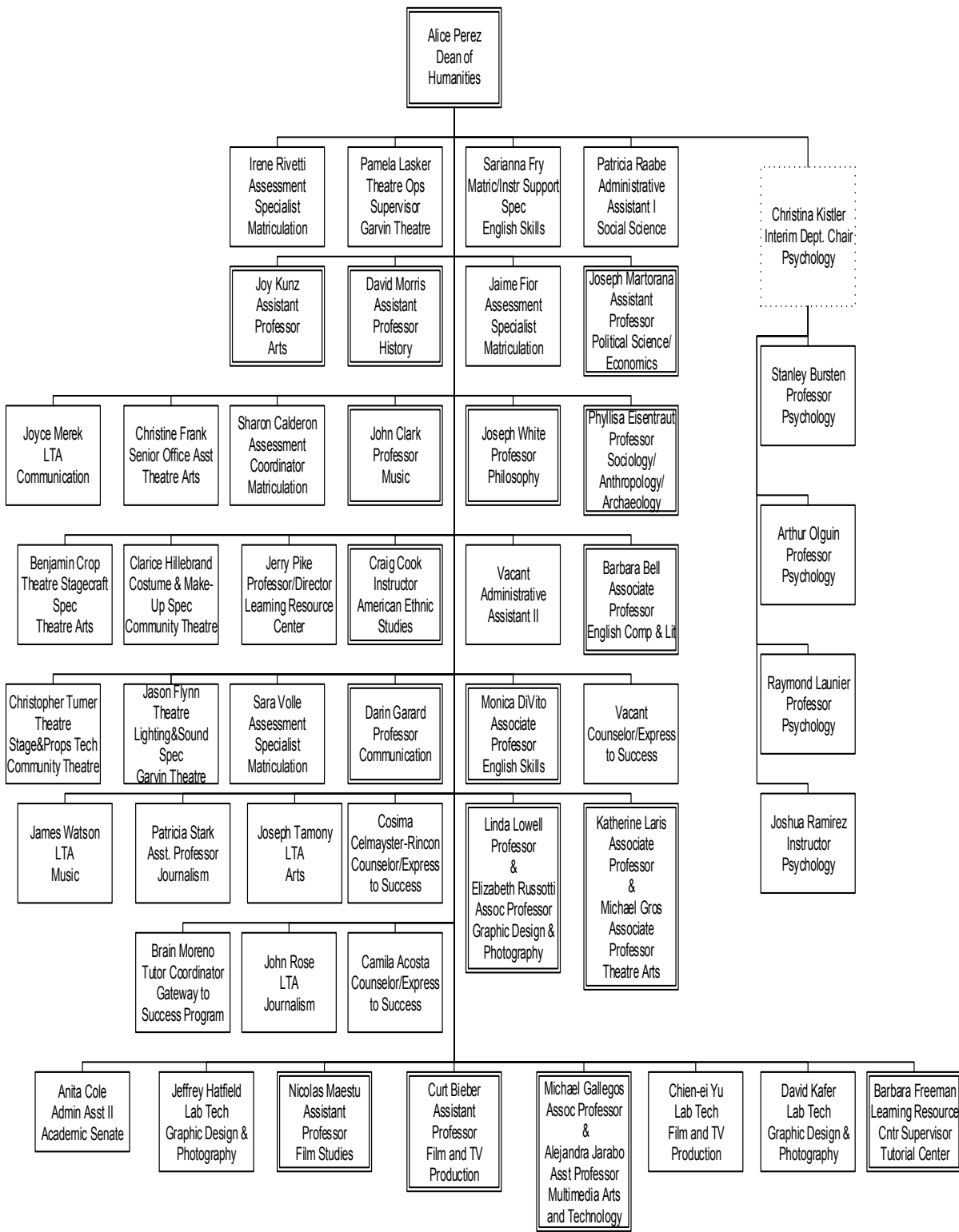
## Administrative Organization



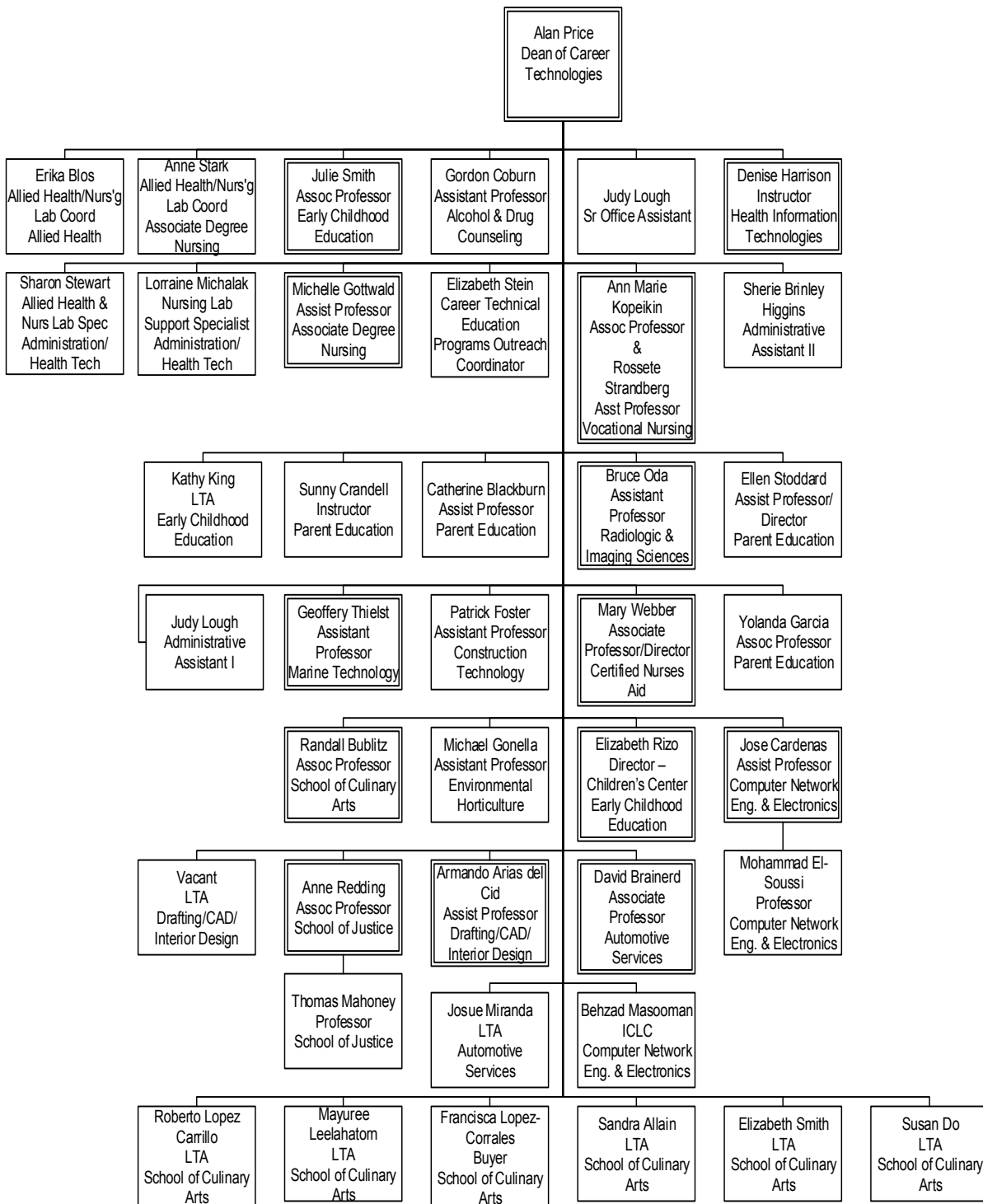
# Educational Programs



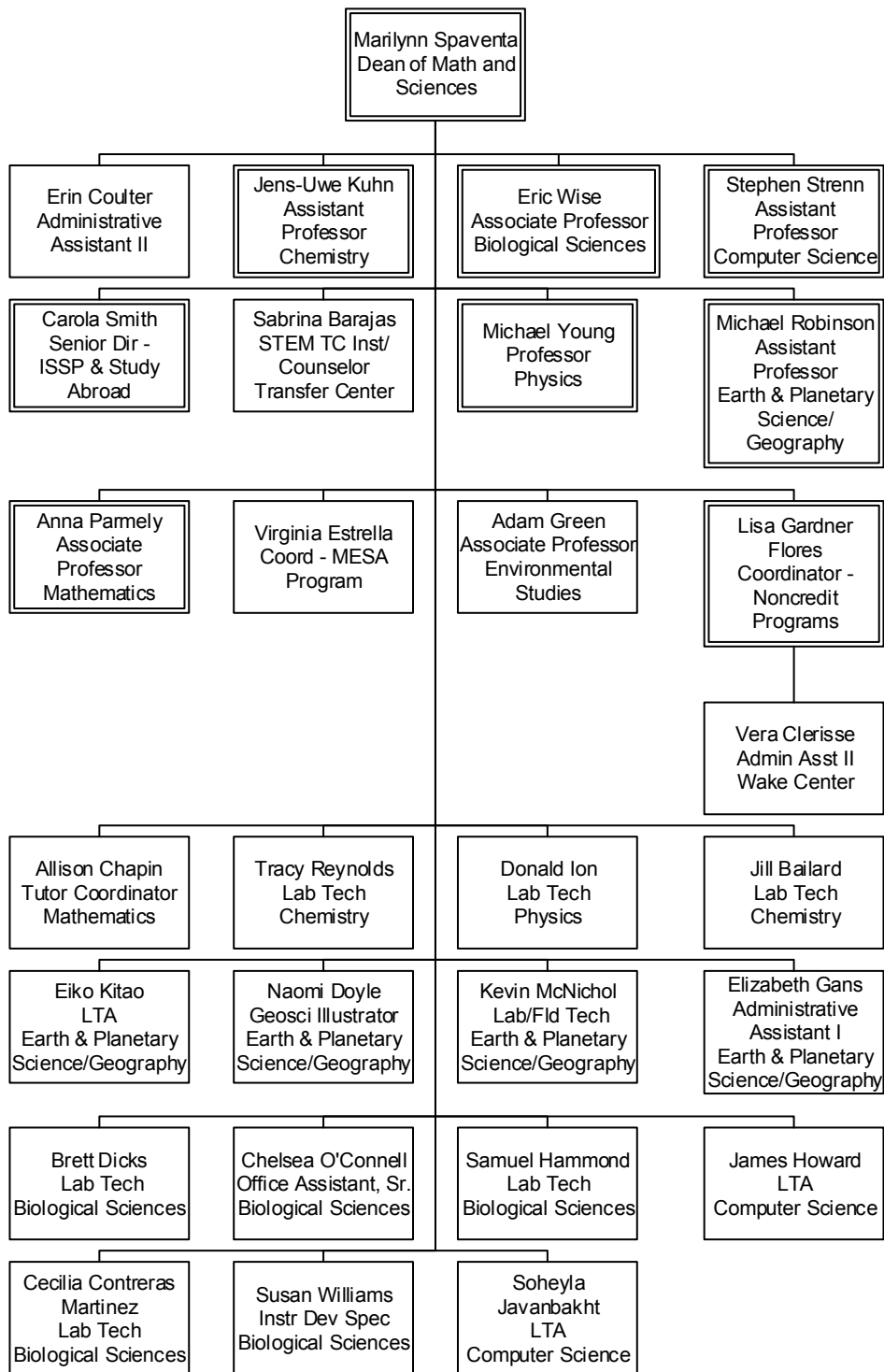
## Educational Programs: Humanities



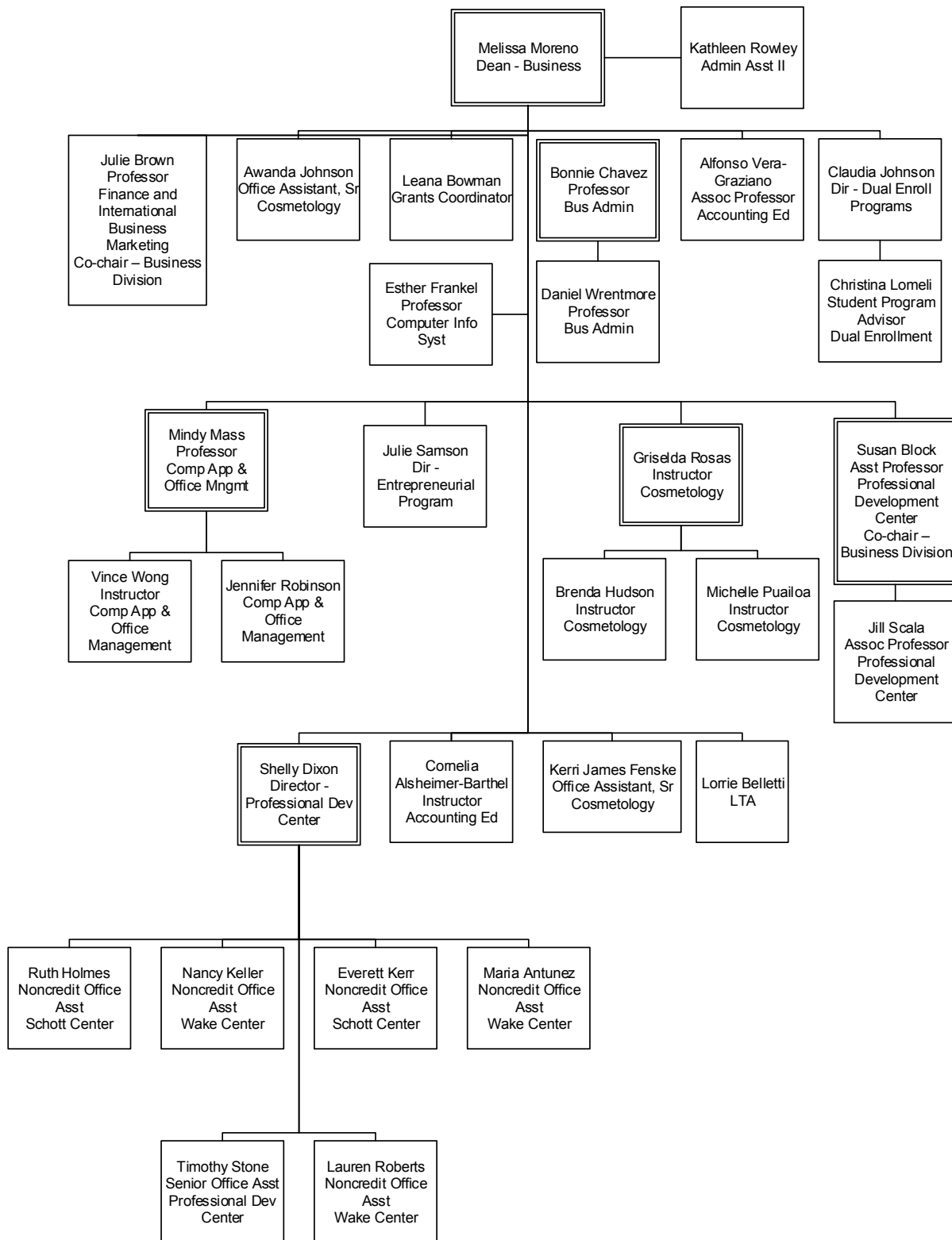
# Educational Programs: Career Technologies



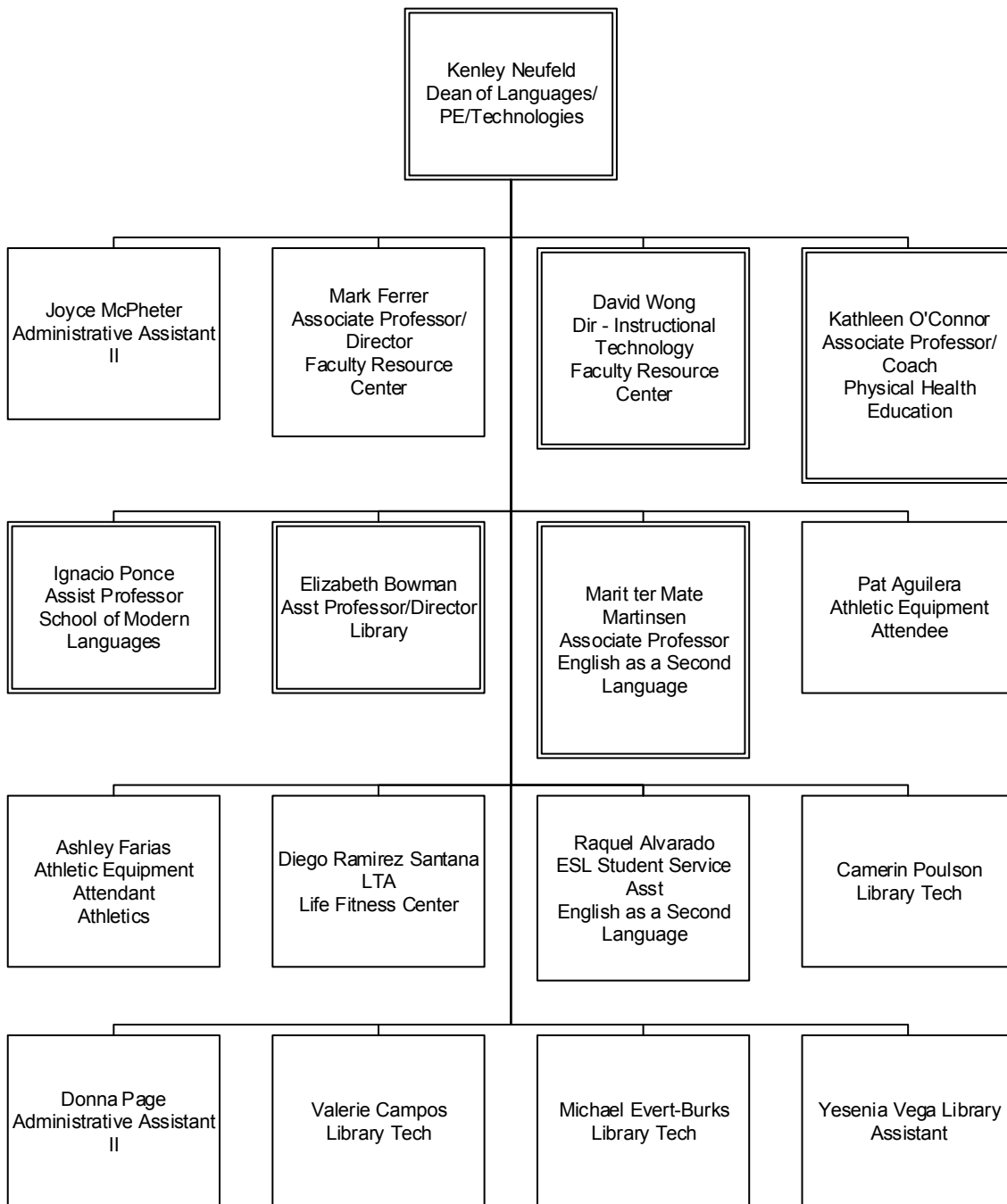
## Educational Programs: Math and Science



# Educational Programs: Business



## Educational Programs: Languages, PE, and Technologies

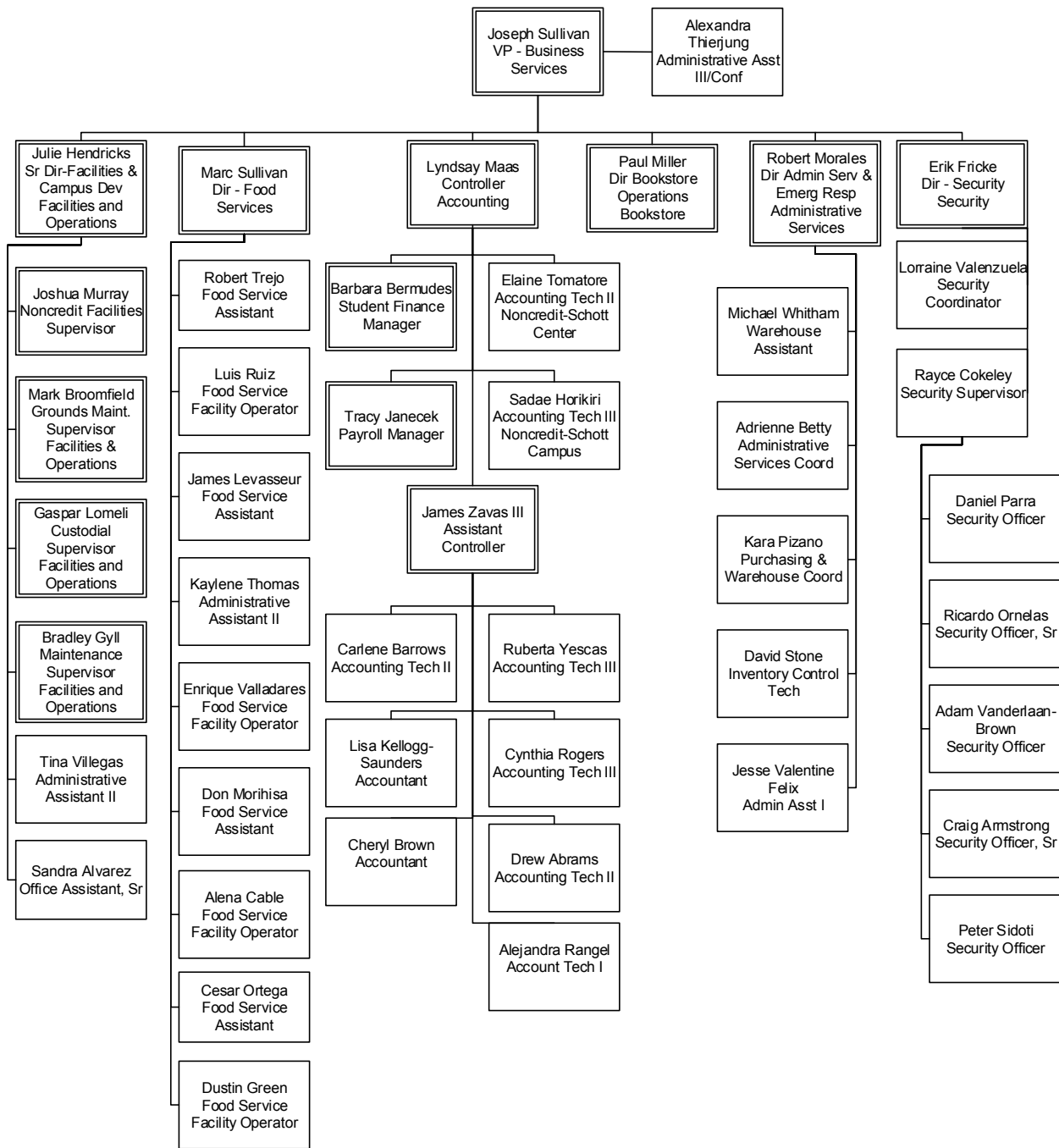




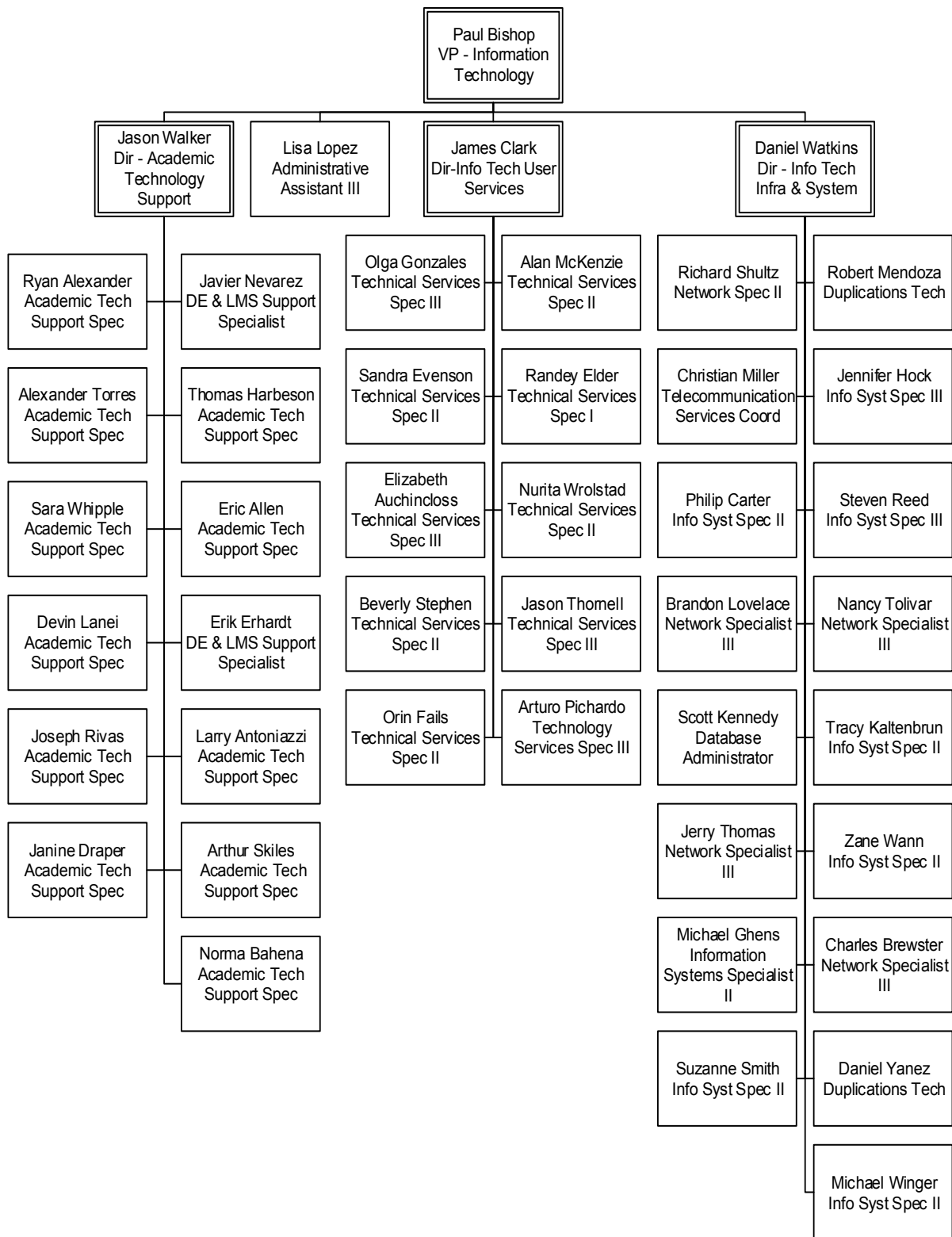
# Educational Technologies: Student Affairs



# Business Services



# Information Technology



# Compliance with Eligibility Requirements

This section provides certification of Santa Barbara City College's continued compliance with the Eligibility Requirements identified in the *Accreditation Reference Handbook July 2014*<sup>5</sup>.

## 1. Authority

Santa Barbara City College (SBCC) has authority to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the United States Department of Education. This authority is noted on the page immediately following the title page of the SBCC Catalog and prominently on the College website.

## 2. Mission

SBCC is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

## 3. Governing Board

A seven-member Board of Trustees governs the Santa Barbara Community College District. The Trustees are elected to the Board for four-year terms. The terms of the Trustees are staggered to provide continuity. The student body elects a Student Trustee who votes on College business (except for closed session issues) in an advisory capacity. The Board holds regular monthly meetings. In addition, the Board holds monthly special/study sessions. The Board has three standing committees: Fiscal, Facilities, and Educational Policies, which hold meetings as needed. All these meetings are open to the public with the agendas, minutes, and attachments posted on the College website and also available in the Office of the Superintendent/President.

## 4. Chief Executive Officer

The Board of Trustees selects the chief executive officer (CEO) of the College. The CEO is Dr. Lori Gaskin, Superintendent/President of Santa Barbara City College/Santa Barbara Community College District, whose primary responsibility is to the institution. Dr. Gaskin became Superintendent/President on July 9, 2012.

<sup>5</sup> [Accreditation Reference Handbook July 2014](#)

## 5. Administrative Capacity

The administration is adequate in number, experience, and qualifications to provide the appropriate administrative oversight. The senior staff is very stable with minimal turnover.

## 6. Operational Status

Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, and transfer, and that lead to placement in the workforce, in internships, and in professions. The College also operates a large noncredit division and a community service program called the Center for Lifelong Learning.

## 7. Degrees

The majority of the College's offerings are in programs that lead to degrees, as described in the College's Catalog. A significant number of students enroll in these courses, and the numbers of students earning degrees continues to grow. Degree opportunities and transfer courses are also clearly identified in the Catalog.

## 8. Educational Programs

The College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing, and mathematics help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The College has 64 academic departments that offer courses and programs serving students with goals of transfer and career technical education.<sup>6</sup> These departments offer 199 credit instructional programs.<sup>7</sup> In 2013-14 there were 2,051 associate degrees awarded. Associate in Arts and Associate in Science degrees generally require 60 semester units. Certificates of Proficiency require a minimum of 30 units. Skills Certificates require fewer than 18 units of course work.

## 9. Academic Credit

Academic credit is based on Title 5, Section 55002.5 of the California Administrative Code.

## 10. Student Learning Outcomes

The College defines and publishes institutional and course student learning outcomes in course outlines, in the College Catalog, and in instructional planning documents that are reviewed and updated regularly.

<sup>6</sup> [www.sbccc.edu/departments/academic.php](http://www.sbccc.edu/departments/academic.php)

<sup>7</sup> [www.sbccc.edu/prospective/degrees.php](http://www.sbccc.edu/prospective/degrees.php)

### **11. General Education**

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5, Section 55806). The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

### **12. Academic Freedom**

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

### **13. Faculty**

The names, degrees, and years of employment of full-time faculty are listed in the College Catalog. As of July 2014 the College has 230 full-time faculty and 472 adjunct faculty. The faculty served 33,508 credit and noncredit students in 2013-14. Faculty responsibilities are stated in the Faculty Handbook, faculty job description, which has been revised to incorporate Student Learning Outcomes, and in the contract between the Santa Barbara Community College District and the Instructors' Association.

### **14. Student Services**

The College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The College provides services in the following areas: Admissions and Records, Testing Center, Extended Opportunity Programs and Services, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services and Job Placement, Transfer Center, Orfalea Early Childhood Center, Work Experience, Counseling and Program Advisement, Disabled Students Programs and Services, Distance Education, Professional Development Center, Financial Aid/Scholarship, Foundation, Human Resources, International Students Program, Library, Math, Engineering and Science Achievement, Luminis Portal, Business Office, Student Development, Health and Wellness Center, Learning Resource Center, and Gateway Programs.

### **15. Admissions**

The College's admissions policies are consistent with its mission and conform to parameters outlined in state law and College regulations. They are published in the College Catalog, the schedules of classes, and on the College's website. To enroll at the College, a student must satisfy the published requirements.

**16. Information and Learning Resources**

The College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments, and centers; but, in general, they primarily are the responsibility of the Library and the Learning Resource Center.

**17. Financial Resources**

While most of the financial resources of the District come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. All incoming funds are carefully tracked, accounted for, and documented. The College maintains adequate reserve levels for contingencies and for expansion and maintains a minimum five percent ending fund balance. The College strategically accumulates funds in accounts for future needs such as repairs of campus buildings and future retiree health care costs. The College is careful to use one-time dollars to only fund one-time expenses. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future, using Board approved budget principles to guide its fiscal management.

**18. Financial Accountability**

The College is audited on an annual basis by an independent auditing firm. The firm is selected by evaluating the scope of its experience, the size of the firm, and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm.

**19. Institutional Planning and Evaluation**

The descriptive summaries, self evaluations, and actionable improvement plans within this report, along with sections in the standards that specifically address planning, demonstrate a long and strong tradition of evidence-based College planning and evaluation. The results of goals, strategies, and outcomes of the College’s plans are reviewed on an annual basis. The College’s ongoing planning processes are reflected and documented in many publications such as the *Educational Master Plan*, which includes strategic goals and objectives, the *District Technology Plan*, budget development documents, the *Long-range Development Plan*, and program reviews. These are all updated on regular cycles. The College Planning Council reviews these reports and publications, documenting the activities aimed at improving programs and services.

**20. Integrity in Communication with the Public**

The College acts with integrity in all communications with the public. The College Catalog, schedules of classes, and the website provide the public with accurate and current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information such as phone numbers and specific web pages where needed. The College provides information and reminders about various activities such as College performances or important deadlines such as late registration and financial aid by direct mail, email, and through several other media, including the College portal for students and employees. The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the Catalog and on the website.

**21. Integrity in Relations with the Accrediting Commission**

The Board of Trustees and the Superintendent/President provide assurance that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission.



# Compliance with Commission Policies

This section provides certification of Santa Barbara City College’s continued compliance with the commission policies identified in the *Accreditation Reference Handbook July 2014*.<sup>8</sup>

## Policy on Distance Education and on Correspondence Education

The development, implementation, and evaluation of all courses and programs take place within the educational mission of the college and include clearly defined and appropriate student learning outcomes. Distance education courses and programs follow this same protocol and include the additional rigor of an independent approval process by the Curriculum Advisory Committee (CAC), as outlined in the SBCC Guidelines for Submitting Distance Education Proposals to Curriculum Advisory Committee<sup>9</sup> and in BP/AP 4105 Distance Education,<sup>10</sup> prior to their development and deployment for distance education. The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. Determinations and judgments about the quality of the distance education course are made with the full involvement of the Curriculum Advisory Committee approval procedures. All programs and course curriculum approved by the CAC are then forwarded to the Board of Trustees, under Education Code section 70902, for final approval and submission to the State Chancellor’s Office.

Each section of the course that is delivered through distance education includes regular and effective contact between instructor and students through discussion forums, messaging, assignment and quiz feedback, group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities. The Academic Senate and Curriculum Advisory Committee define this principle in the document Regular and Effective Contact.<sup>11</sup>

The College provides training for faculty teaching distance education for the first time, mentoring for faculty new to SBCC online or for the development of new content, and ongoing support for experienced faculty. A faculty member who is assigned to teach online who has no SBCC online teaching experience and who will be creating his/her own materials for the online class must participate and complete the online faculty member training offered by the Faculty Resource Center (FRC) before he/she can teach online.

The curriculum advisory committee and the governing board, as well as the College’s academic administrators are also responsible for ensuring that regulatory standards are met. In

<sup>8</sup> [Accreditation Reference Handbook July 2014](#)

<sup>9</sup> [Guidelines for Submitting Distance Ed Proposals](#)

<sup>10</sup> [BP-AP 4105 Distance Education](#)

<sup>11</sup> [Regular and Effective Contact](#)

October 2014, the College submitted and received approval for its substantive change proposal for the addition of courses that constitute 50% or more of the units in a program offered through a mode of distance education. Santa Barbara City College does not offer Correspondence Education (CE) courses or programs.

Distance education courses at Santa Barbara City College are offered through the secure learning management system, Moodle. In accordance with the Higher Education Opportunities Act of 2008, the authentication approach used by the District is a secure login and password through the campus portal (Pipeline).

Beginning with summer 2015, students receive an email when they register for an online class that points them to a web-based Distance Education Orientation<sup>12</sup> session that provides information and techniques for being successful in online courses.

The College's Distance Education Plan<sup>13</sup> contains further information on distance education.

## **Policy on Institutional Compliance with Title IV**

Santa Barbara College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in its offerings of both federal and state financial assistance programs. Board Policy 5130 states that “all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other regulatory requirements.” Furthermore, the college demonstrates diligence in managing loan default rates in compliance with loan program responsibilities as defined by the U.S. Department of Education. The loan default rates for the college are:

- 2009 3-year Official Cohort Default Rate (CDR) is 20.7% based on 121 of 584 borrowers defaulting who entered repayment
- 2010 3-year Official CDR is 23.4% based on 185 of 788 borrowers defaulting who entered repayment
- 2011 3-year Draft CDR is 17.0% based on 171 of 1005 borrowers defaulting who entered repayment

There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

<sup>12</sup> [Distance Education Orientation screenshot](#)

<sup>13</sup> [Distance Education Plan 2014](#)

## **Policy on Institutional Advertising, Student Recruitment, and Representation of Accrediting Status**

The SBCC Marketing Department and Public Information Officer coordinate all marketing and public relations materials. These materials represent Santa Barbara City College appropriately and include information on the College’s current accreditation status as required by the ACCJC.

## **Policy on Institutional Degrees and Credits**

Santa Barbara City College assures all programs are sufficient in content, breadth, and length, with appropriate awarding of credit, through the Curriculum Advisory Committee processes described in Standard IIA.2.a. A variety of programs of various lengths of study are offered to meet the needs of students pursuing various educational goals at the College.

## **Policy on Institutional Integrity and Ethics**

Santa Barbara City College ensures integrity in its practices and procedures through an institutionalized participatory governance process, and a rigorous process of internal review. All information provided to the ACCJC is reviewed for accuracy, currency, and completeness.

## **Policy on Contractual Relationship with Non-Regionally Accredited Organizations**

Santa Barbara City College does not participate in any contractual relationship with non-regionally accredited organizations.

## **Policy on Student and Public Complaints against Institutions**

Santa Barbara City College is in compliance with its policies, procedures, and practices regarding student and public complaints against institutions. The Student Grievance Policy<sup>14</sup> defines the process for students; this policy is currently being revised as Administrative Procedure 5530 Student Rights and Grievances; the revision is expected to be completed in 2015. The SBCC website homepage<sup>15</sup> provides a well-publicized notification for students and the public of the processes available for submitting complaints against the College.

<sup>14</sup> [Student Grievance Policy July 2007](#)

<sup>15</sup> [Website home page with link to Grievance Procedures](#)

# Responses to Recommendations from the 2009 Accreditation Team Review

In the Evaluation Report presenting the findings of the External Evaluation Team that visited Santa Barbara City College in fall 2009,<sup>16</sup> in addition to nine commendations for the College, the visiting team defined five recommendations for improvement through its analysis of the Self Study Report, supported by extensive interviews, observations, and review of documents. The College has fully addressed each of the five recommendations, which are discussed individually in the following sections.

**RECOMMENDATION 1: The team recommends that the College more closely integrate the resource allocation process for faculty hiring with program review and other planning processes. (Standard IB.3.)**

**RESPONSE TO RECOMMENDATION 1:** The College immediately and fully addressed this recommendation by making changes to the faculty hiring process that more closely integrated it with program review and other planning processes. At its February 24, 2010 meeting, the Academic Senate approved a change in the Administrative Procedure 4170A (later renamed to AP 3255A) for conducting program reviews to include the addition of a new program review template for requesting new and replacement faculty positions.<sup>17, 18</sup> As a result of this change, the process for requesting and approving new and replacement tenure-track faculty positions is more structured and aligned with the College's resource allocation process. The process is detailed below:

- Departments include in their program reviews new faculty positions they will be requesting and, if known at the time they are preparing the program review, requests to replace vacant faculty positions along with the rationale for these requests.
- Annually the Chancellor's Office for the California Community Colleges provides colleges with their preliminary full-time faculty obligation number (FON) for the upcoming year. This, to a large degree, influences the number of new and replacement positions a college will hire.

<sup>16</sup> [Evaluation Report of Fall 2009 External Evaluation Team](#)

<sup>17</sup> [Academic Senate meeting minutes February 24, 2010](#) (page 5 Item 5.1)

<sup>18</sup> [AP 3255A, including template for requesting new and/or replacement faculty](#)

- The FON is shared with the College Planning Council, the College’s participatory governance body with oversight of policy and fiscal direction, and is used to help determine the number of new and replacement faculty positions to fund for the upcoming year.
- The Executive Vice President sends a letter to all department chairs and deans announcing the process and deadline for requesting new and replacement faculty and the estimated number of positions that will be funded. The Office of Institutional Assessment, Research, and Planning prepares and publishes data that will be used by departments to support their requests.
- Departments submit their requests, drawn from their program review resource requests, for new and replacement faculty positions to the Academic Senate for review and ranking. Data must be provided supporting the request.
- The Senate rankings of faculty positions are reviewed by the Executive Vice President of Educational Programs and the Superintendent/President to assess whether the positions being recommended for funding are in line with institutional priorities. If there is a disagreement with the Senate-recommended ranking, the Executive Vice President and/or the Superintendent/President meet with the Senate to share their perspectives. To date there has yet to be a case when the administration and the Senate have not reached a successful resolution regarding the positions to be considered by the College Planning Council for funding as part of the institution’s budget planning process.
- The ranking of new and replacement faculty positions is shared with the College Planning Council.

These steps in the faculty hiring process have resulted in a clearer integration of requests for new and replacement faculty positions into the College’s process for planning and resource allocation.

In April 2010, BP 4170, AP 4170A, and AP 4170B (later renamed BP 3255 and AP3255 in 2014) were referred by the Academic Senate to the District Technology Committee, which took action to implement the changes to the program review template.

**RECOMMENDATION 2: The Team recommends, reflecting its own planning agenda, that the College conduct regular, comprehensive evaluations of its participatory governance structure, including charters and memberships, with a focus on each constituency’s inclusion and effectiveness, emphasizing the role of managers. (Standards IVA.2.a; IVA.5)**

**RESPONSE TO RECOMMENDATION 2:** The College’s June 2009 Institutional Self-Study<sup>19</sup> included two interrelated Planning Agendas in Standard IVA.5:

<sup>19</sup> [Fall 2009 Institutional Self Study](#)

1. In 2009-10, develop a framework for regular evaluation and improvement of institutional shared governance and decision-making structures and processes and conduct the evaluation (page 371 #1).
2. In 2010-11, develop and implement a plan that responds to the evaluation of each constituency group's effectiveness in the shared governance process (page 371 #2).

The 2008-11 College Plan also contains these same two objectives, and others, under the heading of Governance, Decision Support, and Fiscal Management.<sup>20</sup>

A workgroup of College Planning Council (CPC) members was formed in fall 2009, chaired by the Vice President for Human Resources/Legal Affairs, to develop an approach to these two goals. The workgroup's plan included a baseline philosophy and definition of shared governance, a survey instrument called the *Evaluation of Participatory Governance at SBCC* (later renamed the *Governance Committee Survey*),<sup>21</sup> and a project timeline. The plan was presented and discussed at CPC meetings on April 6, 2010 and May 4, 2010. The plan called for surveying the following governance bodies:

- College Planning Council
- Academic Senate
- Student Senate
- District Technology Committee
- Classified Consultation Group

and the following committees (non-governance groups):

- Facilities, Safety, Security, and Parking Committee
- Board Policies and Administrative Procedures Committee
- Personnel Benefits Committee

In May 2010, the survey was administered to the above eight groups. Survey results were subsequently distributed and discussed by each of the groups.

In a related step, in order to document and communicate governance structures and processes throughout the College, the *Resource Guide to Governance and Decision-Making* was published in spring 2013.<sup>22</sup> This guide is updated annually to reflect steps the College has taken to improve these structures and processes.

A two-year cycle for the governance survey was subsequently established, and the survey was repeated in spring 2013 and spring 2015.

<sup>20</sup> [2008-11 College Plan](#)

<sup>21</sup> [Spring 2010 Evaluation of Participatory Governance at SBCC](#)

<sup>22</sup> [SBCC Resource Guide to Governance and Decision-Making](#)

The Office of Institutional Assessment, Research, and Planning is responsible for the overall framework of this survey, ensuring that the process takes place regularly, including the response to each constituency group's evaluation. However, each group will determine for itself the best means of evaluating its effectiveness in the shared governance process.

Recommendation 2 also asked the College to emphasize the role of managers in the participatory governance process. Toward that end, on July 26, 2012, the Board of Trustees ratified a contract between the Teamsters Local No. 186 and the District resulting in the creation of the Supervisory Bargaining Unit (also known as the Supervisor's Association) representing supervisors.<sup>23</sup> The group is defined as managers who do not have budget authority. This bargaining unit complements the existing Management Meet and Confer Group, which later became known as the Leadership Coalition, which functions as a consultative body. The Teamsters contract was decertified in 2013 and replaced by the Supervisor's Association. In April 2014, representatives from these two groups came together to form the Advancing Leadership Committee, a collaborative governance group.<sup>24, 25</sup> The Advancing Leadership Committee meets monthly, and the entire Supervisor's Association and Leadership Coalition meet four times per year. Representatives from each of these groups now have membership on the College Planning Council, the College Fiscal Committee, the Health and Wellness Employee Benefits Committee, the Facilities Committee, Management Professional Growth Committee, and Board Policies and Administrative Procedures Committee. By including Supervisor's Association and Leadership Coalition representatives on these committees, the involvement and role of college managers has been increased and elevated within the overall organization.

**RECOMMENDATION 3: The Team recommends that the College evaluate the efficacy of its administrative structure, considering rapid growth in enrollment, increasing institutional complexity, including the rapid, extensive infusion of technology, and its recently revised mission statement. (Standards IVA.5; IVB.2.a)**

**RESPONSE TO RECOMMENDATION 3:** The Team's visit in October 2009 coincided with the start of a prolonged period of significant budget reductions imposed upon the California Community Colleges, during which the College struggled with the impacts of rapidly and dramatically declining revenues in the face of unprecedented student demand. The College evaluated its administrative structure and recognized the pressing need for reorganization and reallocation of administrative responsibilities. Adjustments and realignments were made across the institution, most notably in the areas of Business Services and Educational Programs (including programs within Student Services). The resulting loss of administrative positions prompted an

<sup>23</sup> [Board minutes July 26, 2012 Agenda Item 2.3](#)

<sup>24</sup> [CPC minutes April 29, 2014 Agenda Item 3.2](#)

<sup>25</sup> [Advancing Leadership Committee charter and membership](#)

internal assessment of the efficacy of the administrative structure and a consequent reorganization in order to maintain basic functions and services.

A formal evaluation of the College’s administrative structure was conducted across Continuing Education, the program area that encompassed adult basic education, lifelong learning, and noncredit course offerings. The College engaged in an extensive process involving key constituent groups in rethinking both the nature of the Continuing Education program and its administrative structure to ensure long-term sustainability. As a consequence, the operational structure of the Continuing Education division was significantly changed and renamed to “noncredit,” with a focus on Adult High School/GED, English as a Second Language, and short-term vocational certificates. All personal enrichment courses, such as arts and crafts, were placed under a new organizational unit called the Center for Lifelong Learning (CLL).

**RECOMMENDATION 4: The Team recommends that the College complete the process of revising its Board of Trustees Policies and associated Administrative Procedures. (Standards IVB.1.b; IVB.1.e; IVB.2.c.)**

**RESPONSE TO RECOMMENDATION 4:** In response to this recommendation, the College’s Board Policies and Administrative Procedures (BPAP) Committee immediately commenced a focused effort to update board policies and administrative procedures. Progress was made throughout the latter half of 2009-10, 2010-11 and 2011-12. However, given the enormity of this task, workload demands, and staffing limitations, including the retirement of the Vice President of Human Resources/Legal Affairs who chaired BPAP, progress on this project slowed. To address this pace and see the effort to completion, the Board of Trustees approved a consulting agreement with the Community College League of California (CCLC) on August 23, 2012. The League is providing assistance to the College in undertaking the comprehensive review and update of all Board policies and administrative procedures using the College’s governance structures to oversee and integrate with the effort. The BPAP Committee continues to make progress, but the task is not yet complete. The planned completion date is by the end of the 2015 calendar year.<sup>26, 27</sup> The live BPAP home page can be found at [www.sbccc.edu/bpap/index.php](http://www.sbccc.edu/bpap/index.php). Progress on this project is reflected by the structure of the BPAP home page, in that Board policies whose review is complete have their titles as red hyperlinks, and those still in progress are in black text.

<sup>26</sup> [CCLC Agreement from August 23, 2012 Board meeting](#)

<sup>27</sup> [BPAP website screenshot](#)



**RECOMMENDATION 5: The Team recommends that the Board of Trustees regularly evaluate the Superintendent/President’s performance, following Board Policy. (Standard IVB.1.j)**

**RESPONSE TO RECOMMENDATION 5:** Board Policy 2435 requires that the Board conduct an evaluation of the Superintendent/President no later than July of each year.<sup>28</sup> The Board administered the evaluation of the Superintendent/President consistent with this policy in 2008-09, 2009-10, and 2010-11. During the 2011-12 academic year, the Superintendent/President position was assumed on a one-year interim basis by a long-time Santa Barbara City College academic administrator. Therefore, a Board evaluation of the Superintendent/President was not completed in that year. The newly hired Superintendent/President joined the College in July 2012. During the July 27, 2012 special meeting of the Board of Trustees, a discussion of the evaluation process for the Superintendent/President took place as a start to this annual cycle. Subsequently the evaluation of the Superintendent/President took place in closed session at the following Board meetings:

Academic Year	Evaluation Dates
2012-13	7/27/2012, 9/27/2012, 1/10/2013, 5/9/2013, 6/6/2013, 6/13/2013, 6/27/2013
2013-14	7/25/2013, 9/12/2013, 1/9/2014, 5/22/2014, 6/12/2014, 6/24/2014
2014-15	9/25/2014, 1/8/2015, 3/26/2015, 5/28/2015, 6/11/2015, 6/25/2015

<sup>28</sup> [BP 2435 Evaluation of the Superintendent/President](#)

# Responses to 2012 ACCJC Warning Sanction Recommendations

## Introduction and Background

In correspondence dated March 26, 2012, the ACCJC imposed a Warning sanction on Santa Barbara City College for issues related to governance and the Board of Trustees. The Commission required the College to submit a Special Report, to be followed by an Evaluation Team visit to the College. The nature of this Special Report was set forth by the ACCJC in their March 2012 correspondence (see Timeline below) as “a complete institutional evaluation using Eligibility Requirements 3, 4, and 21, and Standards IVA. all; IVB.1.a, b, d, e, f, h, j; ;and IVB.2. all.” The March 2012 correspondence also contained three recommendations to be addressed by the College to demonstrate compliance with Standard IV in general (Leadership and Governance), and specific sections of Standard IV related to the Board of Trustees.

The College complied with all ACCJC requests and satisfactorily demonstrated that it had corrected the conditions leading to the sanction. The Special Report was submitted in March 2013, and not only addressed the cited Eligibility Requirements and subsections of Standard IV, but also included a complete self evaluation of the entire Standard IV. In July 2013, the ACCJC removed the Warning sanction upon finding that the College had achieved full and sustained resolution to the recommendations, and required a follow-up visit in April 2014 to confirm sustained resolution of the issues. In July 2014 the ACCJC confirmed that all conditions relating to the sanction had been satisfactorily resolved.

The timeline of events relating to the Warning sanction is presented below, followed by a summary of the College’s responses to the three ACCJC recommendations. The complete details of the ACCJC’s correspondence and the College’s actions can be found in the documents cited in the table below.

## Timeline of the Accreditation Warning Sanction

Date	Event
June 2011	Complaint filed with ACCJC regarding governance-related issues
November 2011	ACCJC investigative team visits SBCC
January 2012	ACCJC notifies SBCC of preliminary findings and conclusions <sup>29</sup>
March 2012	SBCC submits letter to ACCJC in response to ACCJC preliminary findings and conclusions

<sup>29</sup> [January 31, 2012 letter from ACCJC](#)

March 2012	ACCJC imposes Warning sanction and requires Special Report and subsequent visit by Evaluation Team <sup>30</sup>
March 2013	SBCC submits Special Report to ACCJC <sup>31</sup>
April 2013	ACCJC Evaluation Team visits SBCC
July 2013	ACCJC removes Warning sanction and requires a March 2014 Follow-up Report and Follow-Up Visit to confirm sustained resolution of the initial conditions <sup>32</sup>
March 2014	SBCC submits Follow-up Report to ACCJC <sup>33</sup>
April 2014	ACCJC Follow-Up visit to SBCC
July 2014	ACCJC confirmation of all conditions satisfied <sup>34</sup>

**ACCJC RECOMMENDATION 1: In order to meet Standards, the Board of Trustees should receive additional and topic-specific training from “outside experts” on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President’s evaluation. (Standard IVB.1.d, g, and j)**

As described in the 2013 Special Report on pages 9-11, and in the 2014 Follow-Up Report, the members of the Board of Trustees received the appropriate topic-specific training. Board members demonstrated understanding of and compliance with their roles, those of the Superintendent/President, and the requirements of Standard IV, as well as their responsibilities regarding evaluation of the Superintendent/President.

<sup>30</sup> [March 26, 2012 letter from ACCJC](#)  
<sup>31</sup> [March 2013 SBCC Special Report to ACCJC](#)  
<sup>32</sup> [July 3, 2013 letter from ACCJC](#)  
<sup>33</sup> [March 2014 SBCC Follow-Up Report to ACCJC](#)  
<sup>34</sup> [July 3, 2014 letter from ACCJC](#)

**ACCJC RECOMMENDATION 2: In order to meet Standards, the Board should revise its code of ethics policy to align with Accreditation Standards and policies (and the legal requirements of the Board), identify a procedure, and the person(s) responsible for enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IVB.1.h)**

As described in the 2013 Special Report on pages 11-12, and in the 2014 Follow-Up Report, the Board of Trustees addressed this recommendation by reviewing and aligning its Code of Ethics/Standards of Practice (Board Policy 2715) with the current accreditation standards and legal requirements.<sup>35</sup> As stated in the Special Report on page 12:

*These revisions strengthened this code of ethics policy and delineated the process to be followed to address any violations by a member or members of the Board with regard to Board Policy 2715: Code of Ethics/Standards of Practice. Further, section 3 of BP 2715 was added to set forth procedures for the enforcement of the policy.*

**ACCJC RECOMMENDATION 3: In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, process, and practices, the Board should work with administrators, faculty, staff, and students for the good of the institution. The Board should focus its work toward ensuring that it works in a collegial manner to support the accomplishment of the college mission and improvement of student learning programs and services. (Eligibility Requirements 3, 4, and 21; Standards IVA.1; IVA.2.a and b; IVA.3; IVA. 4; IVA.5; IVB.1; IVB.1.a, b, e, and j; and IVB.2.a through e)**

The Board of Trustees actively demonstrated renewed cohesion and focus in response to this recommendation. As stated in the Special Report on page 13:

*The Board, through such measures as (1) a more focused Board development program; (2) demonstrating a commitment to and engaging in meaningful action to promote a strong professional relationship between the Board and CEO; (3) gaining clarity of purpose as a policy-making body; (4) strengthening and honoring the voices of key constituent groups and participatory governance bodies; and (5) undertaking Board actions and behaviors that are aligned with its policy-making role, has demonstrated that it is working for the good of the institution.*

<sup>35</sup> [BP 2715 Code of Ethics/Standards of Practice](#)

The 2013 Special Report and the 2014 Follow-Up Report further outline the major changes that reinforce the Board’s commitment to working in a collegial manner to support the college mission. The 2012-13 academic year was a time of significant change for the Board as it embraced three major milestones, as enumerated on page 13 of the 2013 Special Report:

- (1) a new Superintendent/President;*
- (2) annual Board goals designed to more clearly frame the institution and provide it with structural focus and integrity to ensure its distinctions of quality, innovation, and student success are advanced; and*
- (3) a commitment to fostering an effective and collegial governing board with both the sitting trustees and the members who would be coming onto the Board as a result of the November 2012 election.*

The report further explains the Board’s commitment and progress in addressing the warning sanction, as evidenced through its support of the work of established governance processes and its commitment to updating Board policies and procedures. The summary of its efforts and the progress made, as described on page 13 of the 2013 Special Report, and in the 2014 Follow-Up Report still holds true today as the Board demonstrates its ongoing commitment to creating an environment of empowerment, innovation, and excellence.

*With the College under a warning sanction, the Board has been integral, along with the entire institution, in both seeking to understand and meaningfully and authentically addressing the issues that caused this accreditation action. The Board has focused its work on engaging with the college community in a collaborative and collegial manner as evidenced by the processes the institution has adopted to update the mission statement, empower the main participatory governance body on campus (the College Planning Council), and revise and update all Board policies and administrative procedures. In so doing, the Board is demonstrating its focus on working in a collegial manner to support the efforts and accomplishments of the College as it strives to fulfill its mission and improve student learning.*

## Summary

Santa Barbara City College has demonstrated full and sustained resolution of the conditions that led to the ACCJC Warning sanction, and has fully and satisfactorily responded to the Commission’s three recommendations, as evidenced by the removal of the Warning sanction in April 2014.

# Core Planning Structures

Santa Barbara City College relies on a number of core planning structures to provide vision, stability, and support to the processes necessary for institutional effectiveness in achieving its mission. People are at the heart of these processes with student learning at the core. The College's integrated planning model relies on regular dialog and feedback from members of the college community, and the College annually updates processes based on that feedback. Five major components undergird the most fundamental elements of the institution's planning processes:

1. Integrated Planning
2. Program Review
3. Student Learning Outcomes
4. College Planning Council
5. Program Evaluation Committee

Although these five elements are included in some form in nearly every standard, their importance warrants a brief overview and explanation to foreground the standards themselves. In fact, they are woven throughout the entire fabric of the College. They are the unifying structures that link parts and show that each unit is an integral, connected part of a larger whole. Integrated planning processes form the backbone of these core planning structures.

## Integrated Planning at Santa Barbara City College

The Mission Statement and Core Principles, developed and refined through broad-based consultation, inform all aspects of the planning process, including the College's four major planning documents:

- 1. Educational Master Plan:** The EMP integrates all planning processes at the College and guides decision-making. It outlines a comprehensive, long-term strategy for the College.
- 2. Facilities Master Plan:** The FMP guides the District's future growth and development based on the goals established by the *Educational Master Plan*. The FMP addresses needs for high quality instructional, student support and work spaces, sustainable development and operations, and an attractive campus environment conducive to learning.
- 3. District Technology Plan:** The DTP documents processes for adopting new technology, as well as for optimally maintaining existing technology. Plans for integrating new technology take into account the impact on human, financial, and physical resources, including training needs for faculty and staff.

**4. Distance Education Plan:** The Distance Education Plan focuses on teaching practices, professional development, and student success as it relates to the delivery of online instruction as one teaching modality. It links with the EMP, FMP, and DTP to establish the role of online instruction within the College’s overall course offerings.

All four of these plans require regular, consistent forms of measurement, including but not limited to those in the Chancellor’s Office Scorecard and the SBCC Institutional Effectiveness Report. Longer-term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of these planning processes.

The plans also go through the College’s consultation process annually, making them responsive to the College’s changing needs and circumstances. The College Planning Council, chaired by the Superintendent/President with representation from administration, management, faculty, staff, and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

Recent budget developments in California have funded two major initiatives: The Student Success and Support Program and the Student Equity Program. The first provides additional funds for initiatives that directly impact student success. The second targets student populations that have been traditionally underrepresented in college with initiatives that will impact their academic success. As these plans were developed, the major governance bodies, including the College Planning Council, reviewed them. Existing initiatives and processes, such as program review, were also examined.

The planning cycle is ongoing, cyclical, and iterative. It relies on continuous conversation between and among the various planning groups and allows for any group to feed into the planning process.

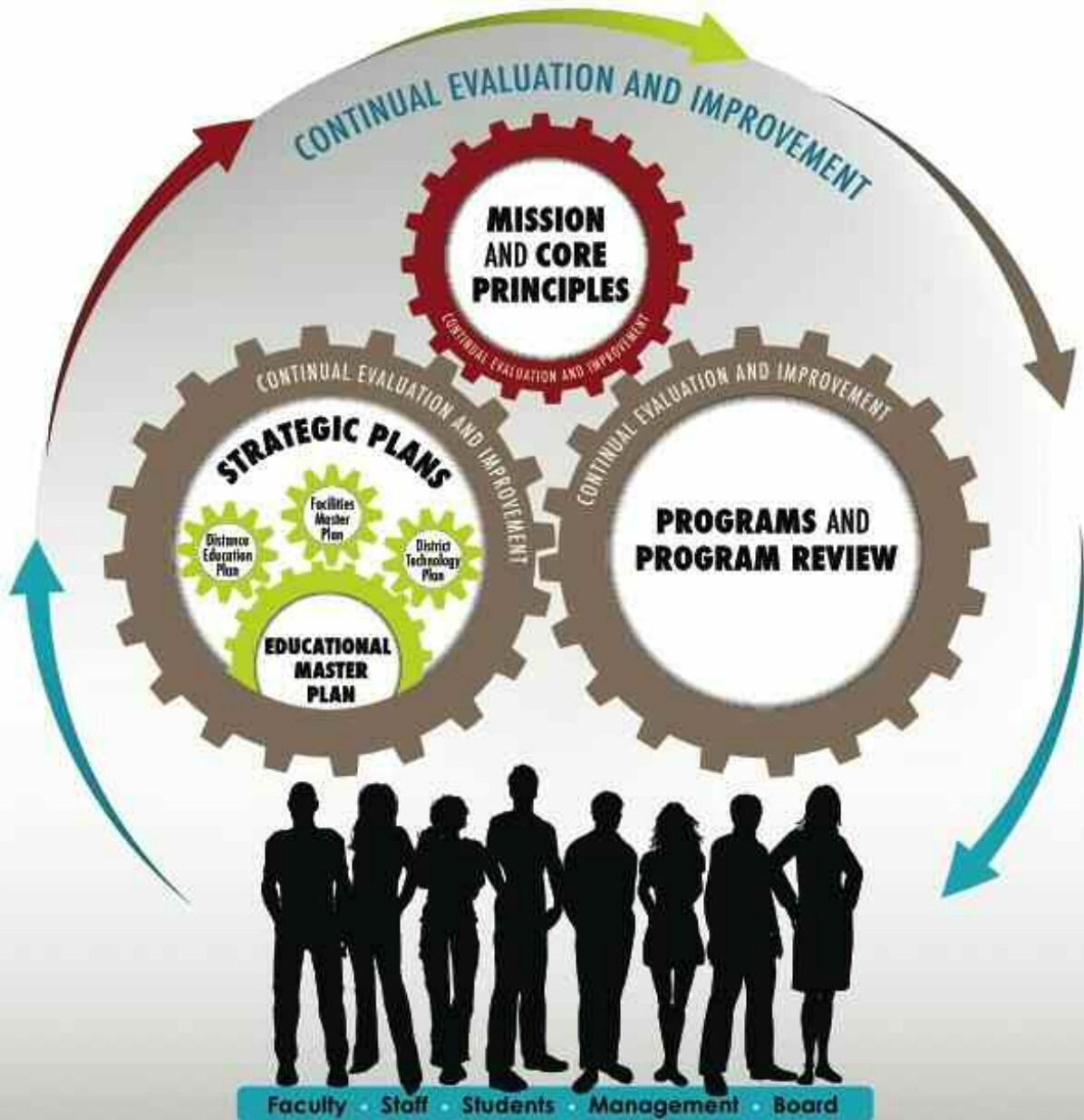
Further description of the program review process follows the Integrated Planning Concept Map (next page), a visual representation of how all groups forge links with each component of the planning process.

This diagram shows the primary components of Santa Barbara City College’s integrated planning process and their connections to each other. People are central to the model, with student success at the core. Constituents express their views through the governance process, giving rise to the mission and core principles, which in turn drive strategic planning. The *Educational Master Plan*, with the SBCC Strategic Directions and Strategic Goals at its core, drives all other strategic plans. Strategic plans and programs interact bi-directionally. Because of these linkages, programs in turn reflect the mission and core principles.

Regular evaluation and improvement at every level are key elements of strategic planning, programs, governance, and the integrated planning cycle itself, and this is perhaps most evident in the program review process.

# Integrated Planning

SANTA BARBARA CITY COLLEGE



SANTA BARBARA CITY COLLEGE



## Program Review

### *Introduction*

Within the annual planning process, program review is central. It is one of the pillars of integrated planning as denoted by its central presence in the *Educational Master Plan* (EMP).<sup>36</sup> The program review process allows all departments, programs, and areas of the College to evaluate and improve how successfully they are fulfilling the College’s mission and core principles and to connect their planning to the College’s Strategic Directions and Goals.

The program review process is on a three-year cycle, with annual updates for resource requests and analysis of progress towards goals. The annual resource requests from program review go through various consultation processes to be evaluated and ranked, with CPC making final recommendations for funding. Program review allows each department, program, and unit to define its mission, describe how it contributes to the mission of the College, identify particular goals it wants to achieve (largely but not exclusively tied to the College’s Strategic Directions and Goals), outline the strategies it will use to accomplish those goals, and reflect upon progress made toward past goals.

At the same time, program review allows individual departments, programs, and areas of the College to contribute new ideas to the four major planning documents through input from the Program Evaluation Committee (PEC). This committee, with College-wide representation, analyzes and reports on the program reviews for educational programs and administrative units.

Program review also provides an opportunity for departments, programs, and units to analyze data relevant to their performance, thus linking to the ongoing cycle of assessment and improvement. For administrative units, they identify the data they will collect over the coming year and design a customer service survey for their unit. They also provide a self-assessment of their unit, identifying both strengths and areas for improvement. For educational programs areas, the data reviewed include enrollment and/or usage trends as well as student performance data based on Student Learning Outcomes at the course, department/program, and institutional level. Finally, program review also affords an opportunity for departments and programs to update Course Outlines of Record, to identify ways to collaborate with other units across the College, to design outreach activities with local schools and the larger community, and to make recommendations for ways to improve the program review process.

In addition to being a process that is necessary for an institution to remain vital, program review is also a requirement that is present in multiple accreditation standards and in Board Policy 3255 Program Evaluation and Administrative Procedure 3255 Program Evaluation, both requiring that program review be systematic and inclusive of both educational programs and administrative units of the College.<sup>37, 38</sup> Additionally, the concept of program review is woven into Board Policies and Administrative Procedures involving curriculum and course develop-

<sup>36</sup> [Educational Master Plan 2014](#)

<sup>37</sup> [BP 3255 Program Evaluation](#)

<sup>38</sup> [AP 3255 Program Evaluation](#)

ment, BP/AP 4020 Program Curriculum and Course Development, and BP/AP 4021 Establishing, Modifying or Discontinuing Programs.<sup>39, 40, 41, 42</sup> AP 3255 Program Evaluation also outlines Program Evaluation Committee (PEC) tasks, including establishing criteria for evaluating program reviews, making recommendations based on those reviews, reporting them, and disseminating best practices throughout the College.

### ***Linkage of Program Review to Integrated Planning***

Program review contains a wealth of information about how different parts of the College are accomplishing their mission. This information can be distilled into best practices that can be propagated to other parts of the College. To facilitate this process, a group must review all of the program reviews and give feedback to the people who have submitted them. The Program Evaluation Committee (PEC) is a College-wide committee with representation from many constituent groups on campus. PEC is responsible for evaluating each individual program review and spreading best practices for program evaluation around the campus. PEC also examines each program's vitality and can advise a program that is struggling on how to improve its situation. PEC analyzes every program review submitted, but due to the volume, they are assessed on a staggered three-year cycle with one third being reviewed each year.

During the review process, PEC can ask to speak to the person responsible for submitting the program review and discuss goals and needs of the department, as well as what has been learned from previous reviews. In this way the loop is closed from performing a self evaluation to getting feedback with help for future evaluations. In order to facilitate the connection between strategic plans and program level activities, PEC produces a report summarizing the contributions of all of the assessed program reviews to the College's strategic goals, a key component of the *Educational Master Plan*. A more complete description of PEC is provided at the end of this section.

Program review is also central to the annual resource request process, which integrally links to planning and budgeting. The College annually updates its *Program Review User Guide* to assist department chairs and program managers in understanding the process.<sup>43</sup> The information submitted in the online resource request templates is extracted and moved through the College's evaluation processes for ranking of resource requests. These processes vary based upon what resource is requested, and staffing is one key area requested. For instructional and educational support programs requesting new faculty, the Academic Senate ranks new faculty requests along with replacements. These positions are contingent on available funds. For new staff requests, the request is made initially in the program review template to be followed up with a more detailed justification for the position. The Classified Staff Hiring Workgroup reviews all submitted

<sup>39</sup> BP 4020 Program Curriculum and Course Development is currently under revision, to be completed in 2015

<sup>40</sup> AP 4020 Program Curriculum and Course Development is currently under revision, to be completed in 2015

<sup>41</sup> [BP 4021 Establishing, Modifying or Discontinuing Programs](#)

<sup>42</sup> [AP 4021 Establishing, Modifying or Discontinuing Programs](#)

<sup>43</sup> [Program Review User Guide 2014-2015](#)

requests, and their ranked recommendations move to CPC for final approval. In emergency cases where a position cannot wait the full 18-month standard process for program review, a staffing request may be made to CPC to consider exigent needs on an individual basis. Such requests should be limited to special circumstances. For all CPC-approved staff positions, fund availability and need determine the number of positions that move forward.

Two Academic Senate subcommittees play key roles in ranking other resource requests from program review. Planning and Resources (P&R) ranks new and replacement equipment requests, while the Instructional Technology Committee (ITC) ranks hardware and software requests that originate within instructional programs and instructional support areas. These rankings are combined with the rankings from PC and the District Technology Committee (DTC) to form a final ranking. This is forwarded to the College Planning Council for determination of the amount of funding. The Board of Trustees gives final approval for previously ranked resource requests as part of the annual budget development process.

Facilities needs are evaluated and ranked separately by Facilities and Operations. Requests that are found to be within the budget and capabilities of the College are added to the maintenance schedule. If the items are very large, such as a new building, then the item is extracted and incorporated into the long-range planning process. The remaining items are incorporated into a proposal made by Facilities and Operations. Other requests, such as marketing support, are given to the respective administrators for evaluation and possible incorporation into their budgets. In all cases the requests for funding go to CPC for the final funding recommendation. The final funding decision rests with the Board of Trustees as part of the overall budgeting process.

### ***Evaluation of the Program Review Process***

The program review process itself is reviewed annually. The importance of this review process is underscored by its inclusion in the College’s Strategic Directions and Goals. Strategic Direction 4 is to “Involve the college community in effective planning and governing” and Goal C is to “Strengthen Program Evaluation.” This goal ties program review into the overall integrated planning process and requires regular improvement in these processes. The program review process itself facilitates evaluation. One of the questions in program review asks how the process can be improved. In addition, the College Planning Council reviews feedback and recommendations regarding the process and approves changes that will address issues identified the prior year. The Program Evaluation Committee also reviews suggestions and has already born fruit from suggestions to streamline the process and discussion about what data is required for an accurate discussion of instructional programs. The cycle of dialog and feedback has resulted in an increase in the involvement of administrative units in the program review process and increased representation on PEC.

The College has made great strides in the past several years in continuously improving its processes for program review, the allocation of resources, and the opportunities to give input and increase dialog on matters that will positively impact instruction. Student Learning Outcomes are yet one more area in which the College has worked hard to systematically improve its processes.

## Student Learning Outcomes

Completion and updating of Student Learning Outcomes is an important element of the program review cycle. Departments and programs confirm the status of their progress in documenting, assessing, and reflecting on SLOs within the program review narrative as part of their analysis of programs and curriculum.

All instructional and educational support departments and units are required to complete each of the components of the Student Learning Outcomes (SLO) Implementation Cycle every three years for their courses, state approved certificates and degrees, and student support programs and services. The eight components of the SLO Implementation Cycle are described below:

1. Write SLOs and identify the measures for assessing their attainment for each course, state-approved certificate and degree, and student services program. Incorporate SLOs in course-of-record outlines, course syllabi, and the college catalog.
2. Map course SLOs to the department's program SLOs (PSLOs) and to the Institutional SLOs (ISLOs).
3. Implement SLOs in courses and instructional and student support programs and introduce them to students early in the semester.
4. Collect and report data on student achievement of the SLOs.
5. Review the results on student attainment of the course, program, and institutional SLOs.
6. Develop and implement a Course Improvement Plan (CIP) to improve student learning and achievement.
7. Use the program review process (described in the Core Planning Structures segment of this document) to assess student achievement of each of the program SLOs and to develop Program Improvement Plans (PIPs) on the basis of those results.
8. Use the results on student achievement of the ISLOs to develop an institutional improvement plan to increase the progress students make toward acquiring the competencies associated with each of the institutional SLOs.

All departments, programs, and educational support programs are required to complete this cycle at least once every three years. This process ensures the quality and improvement of instructional courses and programs regardless of type of credit awarded, delivery mode, or location. All academic and educational support programs have completed each of the eight components of the SLO Implementation Cycle for their courses, state-approved certificates and degrees, and educational support programs and are on target for meeting the timeline for repeating the components of the current three-year SLO implementation cycle.<sup>44</sup>

ISLO assessment results are reviewed by the SLO Coordinating Committee<sup>45</sup> which was reconstituted and reconvened in fall 2014 to provide a more concentrated focus for overseeing

<sup>44</sup> [SLO Implementation Cycle](#)

<sup>45</sup> [SLO Coordinating Committee](#)

the SLO processes, including the analysis of student performance data on acquiring the competencies associated with each of the ISLOs. This committee oversees each component of the SLO Implementation Cycle and, where needed, makes recommendations for enhancing the value of using SLOs and ISLOs to increase student learning.

Beginning in spring 2015, the SLO Coordinating Committee's analyses of the ISLO data will be sent to the Committee on Teaching and Learning, the Faculty Professional Development Committee, and the Committee on Institutional Effectiveness for review from each of these committee's perspectives. The Committee on Institutional Effectiveness incorporates the results of these analyses and recommendations into a report on the progress students have been making in acquiring the competencies associated with each of the ISLOs and sends the report to the College Planning Council (CPC) for its review and approval.

CPC is the highest-level governance group at Santa Barbara City College and plays a central role in ensuring that planning processes are fully integrated and regularly reviewed in order to continuously improve and adapt as needs and conditions change.

## College Planning Council (CPC)

As Santa Barbara City College's highest-level governance group, the College Planning Council (CPC) has representatives from five specific constituencies across the leadership structure of the institution:

1. Academic Senate (faculty)
2. Advancing Leadership Committee (educational administrators, directors, managers, supervisors)
3. Associated Student Government (Student Senate)
4. President's Cabinet (vice presidents)
5. Classified Consultation Group (classified staff)

California State Employees Association (CSEA), the SBCC classified staff collective bargaining unit, appoints Classified Consultation Group representatives.

Specifically, CPC membership is as follows:

- Superintendent/President, Chair
- Executive Vice President, Educational Programs
- Three Vice Presidents: Business Services, Human Resources, and Information Technology
- Five representatives of the Academic Senate: President, Vice President, President Elect, Chair of Planning and Resources Committee, and one Academic Senate member appointed by the Academic Senate President who serves as the CPC Liaison to the Senate
- President, California State Employees Association

- Two Classified Consultation Group representatives
- Two representatives of the Advancing Leadership Committee
- Senior Director of Institutional Assessment, Research, and Planning (non-voting)
- Associated Student Government President (non-voting)

CPC meets twice monthly with the purpose of:

- Making recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the College;
- Promoting communication and fostering an awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement at SBCC;
- Identifying common areas of concern that require further study and forwarding these to the appropriate governance or operational group;
- Overseeing the development, evaluation, and integration of the *Educational Master Plan*; and
- Monitoring compliance with accreditation standards related to college functions.

Action is taken on key issues only after a first reading and then a subsequent second reading. This provides time for the representatives on CPC to communicate and confer with their respective constituencies. A shared value held by CPC is that its members serve a liaison role bringing information from their constituent group into the dialog and from CPC to their constituents.

The issues CPC addresses are substantive and drive planning, resource allocation, and institutional improvement. Examples of CPC initiatives and action include:

- Revision to college mission statement
- Development of *Educational Master Plan*
- Development of *Program Location and Land Use Master Plan*
- Classified staffing prioritization process
- Program review and resource allocation
- Institutional reorganization
- Campus policy issues (e.g., non-smoking campus, campus security, and police)
- Facilities planning and campus development
- Institutional effectiveness
- Academic calendar and addition of second summer session
- Accreditation

CPC often uses a retreat format to deal with more complex issues that require a longer time for the body to examine. Such retreats are typically augmented with two additional representatives from each of the five constituencies represented on CPC. This provides a broader range of participation by the various governance bodies comprising CPC. When increased in this way, CPC is referred to as CPC Plus.

In summary, CPC is highly regarded across campus for its careful consideration of and balanced approach to issues. CPC actions have meaning and purpose and shape the nature of planning, resource allocation, and institutional effectiveness and improvement.

As a key leadership group at Santa Barbara City College, CPC embodies integrated planning principles and provides guidance on the implementation of policies that will support continuous improvement of these policies.

### **Program Evaluation Committee (PEC)**

The Program Evaluation Committee (PEC) is Santa Barbara City College's newest standing committee which deals holistically with program planning through annual analysis of the program reviews submitted by departments and administrative units. PEC was established to read and discuss all program reviews. The committee membership includes faculty, staff, managers, and a student. The committee has two primary goals: first, to analyze the College's programs and administrative units program reviews to help support their efforts to be strong and stable; and second, to cull and synthesize information from all the program reviews in a report to the College Planning Council that will be used to assess progress in advancing the strategic goals and directions delineated in the College's *Educational Master Plan*.

PEC evolved during the 2012-13 academic year at a time when budget cuts necessitated a stringent examination of priorities. Academic Senate leadership assessed that the structures in place at that time did not adequately allow for a comprehensive examination of programs. Working closely with the administration, the Academic Senate proposed modifications to Board Policy 4021 and Administrative Procedure 4021 on Establishing, Modifying, or Discontinuing Programs. AP 4021 outlines the structure and role of PEC. The Board of Trustees approved this policy on June 24, 2013, and PEC became active during the 2013-14 academic year. As the committee began to meet in fall 2014, it became clear that the role and function of the committee needed to include administrative units. Therefore, AP 4021 was rescinded and a new AP was created, Administrative Procedure 3255 Program Evaluation.<sup>46, 47</sup>

<sup>46</sup> [AP 4021 Establishing Modifying and Discontinuing Programs](#)

<sup>47</sup> [AP 3255 Program Evaluation](#)

## Composition of the Program Evaluation Committee (PEC)

The Program Evaluation Committee (PEC) consists of the following members:

- Academic Senate President as Faculty Co-Chair (non-voting)
- One Dean as Administrative Co-Chair (non-voting)
- One Dean (voting)
- One Associated Student Government representative or designee (voting)
- One full-time faculty member from each Division (voting)
- One Business Services representative (voting)
- One Human Resources representative (voting)
- One Information Technology representative (voting)
- One Educational Programs representative (voting) (not represented by faculty-led areas)
- One Classified Consultation Group Representative (voting)

In addition, resource personnel are asked to attend PEC meetings when their expertise is needed.

- One Articulation Officer or Academic Counselor (resource, non-voting)
- One Institutional Researcher (resource, non-voting)
- Representation: CSEA, Advancing Leadership Committee, IA (non-voting resource)

AP 3255 defines the seven primary tasks of PEC.

1. *Establish criteria for program review evaluation*
2. *Evaluate program reviews*
3. *Recommend courses of action:*
  - *Sustain program—No action needed*
  - *Modify program*
  - *Discontinue program*
  - *Establish program*
4. *Evaluate program review process and make recommendations*
5. *Report program recommendation outcomes to inform the Educational Master Plan*
6. *Disseminate best practices throughout the College*
7. *Institutionalization of grant-funded initiatives*



The Program Evaluation Committee meets twice monthly. In order to distribute the workload, the full program review process is completed by academic programs once every three years with staggered deadlines for different departments so that one third of program reviews are assessed each year by PEC. In addition to analyzing specific information for each individual program, PEC also gleans larger themes that arise from the program reviews and prepares a summary document of best practices to share college wide. In this way, program review becomes a tool not only for individual program improvement but also for institutional improvement as other programs can benefit from the ideas that other departments have implemented.<sup>48</sup>

The second major area that PEC has responsibility for is evaluating the feasibility of establishing, modifying, or discontinuing programs. Any recommendations that PEC approves for establishing or discontinuing programs follow a clear process with approval or rejection of the proposal possible at each stage of evaluation. Once approved by PEC, the Academic Senate next reviews the proposal. If approved, it moves forward to the Superintendent/President and then to the Board of Trustees.

In the case of possible program modifications, the Executive Vice President, Educational Programs may implement any proposals approved by PEC. With faculty representation from all divisions as well as educational administration leadership and student input, PEC provides a broad perspective on the educational programs that will best serve students.

The Program Evaluation Committee has added a much-needed process to the evaluation of program review data. Although other committees hold specific responsibility for evaluating particular resource requests (such as Planning and Resources and its ranking of equipment requests and the Instructional Technology Committee and its ranking of hardware and software requests), prior to 2013 there had not been a broad-based committee which took responsibility for looking at program review data more holistically to consider the role of programs within the College.

PEC examines both qualitative and quantitative data and takes into account questions central to integrated planning in order to make recommendations that can lead to program improvement. The 2014-15 academic year was the first full cycle for completing this integrated evaluation of program review. As with all five of the core planning structures described in this section, the lessons learned from each cycle of the process will be used to update and improve processes in future years.

The five core planning structures work together to support the institution's efforts in achieving its mission. Integrated planning, program review, Student Learning Outcomes, the College Planning Council, and the Program Evaluation Committee all play central roles in the planning processes of the College and have important links to each of the four core standards.

<sup>48</sup> [PEC Annual Report Spring 2015](#)

# Student Demographics and Outcomes

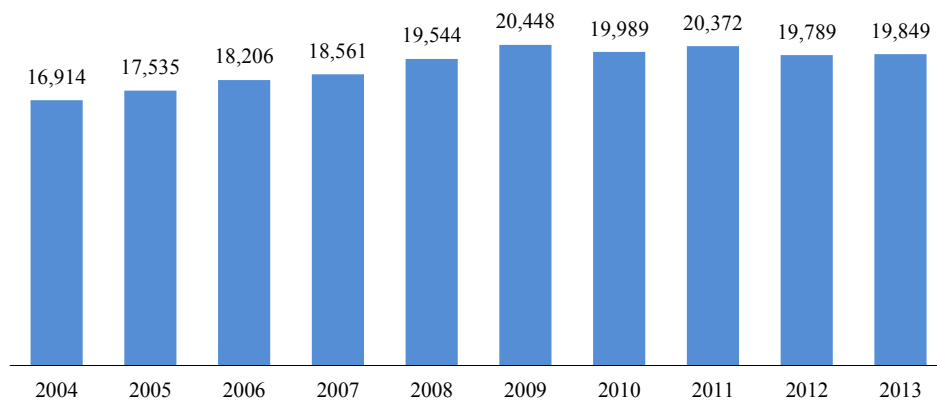
This section provides data on student demographics and student outcomes and achievement. As part of its annual cycle of data collection and analysis, the Office of Institutional Assessment Research, and Planning produces an annual *Institutional Effectiveness Report*<sup>49</sup> that serves as a fact book, a collection point for analysis of the data, and a starting point for dialog about the data and analysis. The data presented in this section is taken primarily from this report, along with the inclusion of data from other ad hoc reports and sources including the *Student Equity Plan* for disaggregation by special populations.<sup>50</sup>

## Student Demographics

### *Credit Student Unduplicated Headcount*

Consistent with a strong economic period, the number of credit students at Santa Barbara City College grew steadily and peaked at 20,448 in 2009. The number of students decreased thereafter, reflecting statewide budget reductions and changing economic conditions, but has stabilized as of 2012. The College is engaged in dialog about the appropriate and sustainable student body size, given its location, facilities, community, and the practical and mandated limits on the growth of the main campus and the Schott and Wake Campuses.

**Fall Credit Student Headcount**



Source: SBCC Student Information System

<sup>49</sup> [Institutional Effectiveness Report 2013-14](#)

<sup>50</sup> [Student Equity Plan 2014](#)

**Service Area Demographic Comparison (from 2014 Student Equity Plan)**

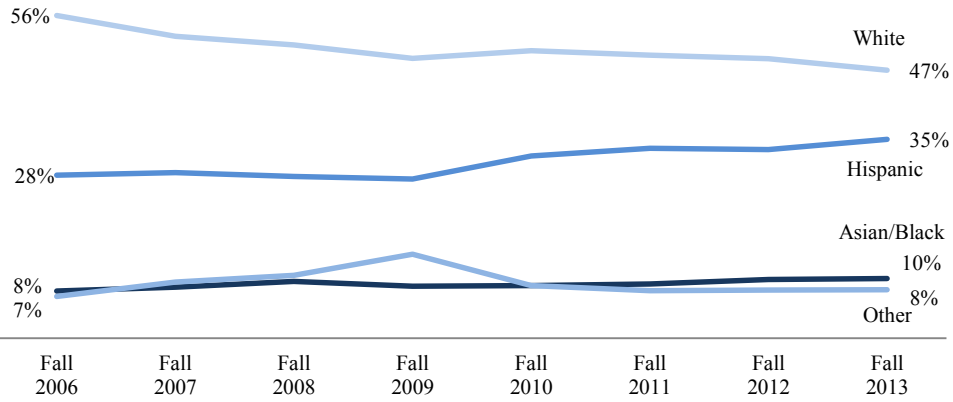
The ethnic makeup of SBCC students generally reflects that of the College’s service area, with a slightly higher percentage of Hispanic and slightly lower percentage of White compared to the community demographics. The Hispanic proportion of the student body has grown steadily and will continue to grow, following statewide trends. The College serves a higher proportion of females than is present in the service area population. The difference in age group proportions is a reflection of the educational mission of the College.

	Number in Student Population (Fall 2013, excl. Intl.)	Number in SBCC Service Area (2010 Census)	Percent Distribution in Student Population	Percent Distribution in Service Area
<b>By Ethnicity</b>				
Am. Indian/Alaskan Native	107	760	0.6%	0.4%
Asian	699	6,839	3.8%	3.6%
Black/African American	622	3,800	3.4%	2.0%
Filipino	259	2,204	1.4%	1.2%
Hispanic	6,732	63,264	36.8%	33.3%
Other Non-White	71	570	0.4%	0.3%
Pacific Islander	50	456	0.3%	0.2%
Two or More Races	834	7,409	4.6%	3.9%
Unknown	333	3,610	1.8%	1.9%
White	8,600	101,070	47.0%	53.2%
<b>TOTAL</b>	<b>18,307</b>	<b>189,981</b>	<b>100.0%</b>	<b>100.0%</b>
<b>By Gender</b>				
Female	9,882	95,750	54.0%	50.4%
Male	8,425	94,231	46.0%	49.6%
<b>TOTAL</b>	<b>18,307</b>	<b>189,981</b>	<b>100.0%</b>	<b>100.0%</b>
<b>By Age Group</b>				
Under 15	0	35,982	0.0%	18.9%
15-19	6,649	17,041	36.3%	9.0%
20-24	6,030	19,283	32.9%	10.2%
25-39	3,505	37,103	19.1%	19.5%
40+	2,123	80,590	11.6%	42.4%
<b>TOTAL</b>	<b>18,307</b>	<b>189,981</b>	<b>100.0%</b>	<b>100.0%</b>

### Credit Student Ethnic Composition

Ethnic composition shows an increase in the Hispanic credit student population, reflecting regional and national trends, and an increase in those who do not state their ethnic origin.

Credit Student Ethnic Composition Fall 2008 to Fall 2012

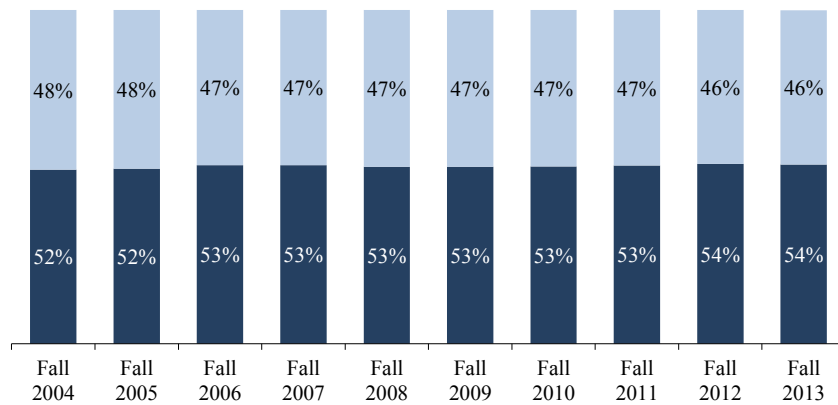


Source: SBCC Student Information System

### Credit Student Gender Composition

Over the past ten years, the gender composition in SBCC’s credit programs remained stable, with slightly more females than males each semester.

Fall Semester Credit Student Gender Composition



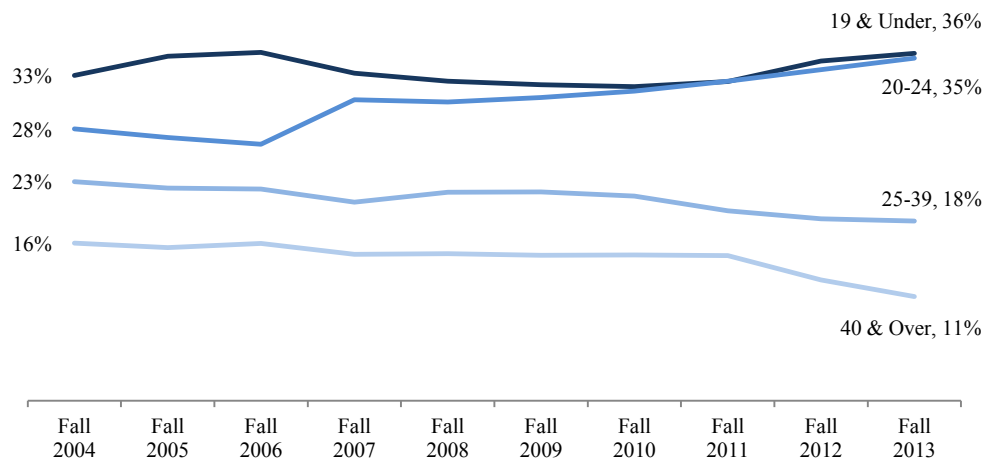
Source: SBCC Student Information System

Male Female

### Credit Student Age Composition

The proportions of students by age have remained fairly stable over the last five years. There was a slight shift toward a younger overall student population, as evidenced by increases in the 24-and-younger age groups, and decreases in the 25-and-over age groups.

**Fall Semester Credit Student Age Composition**

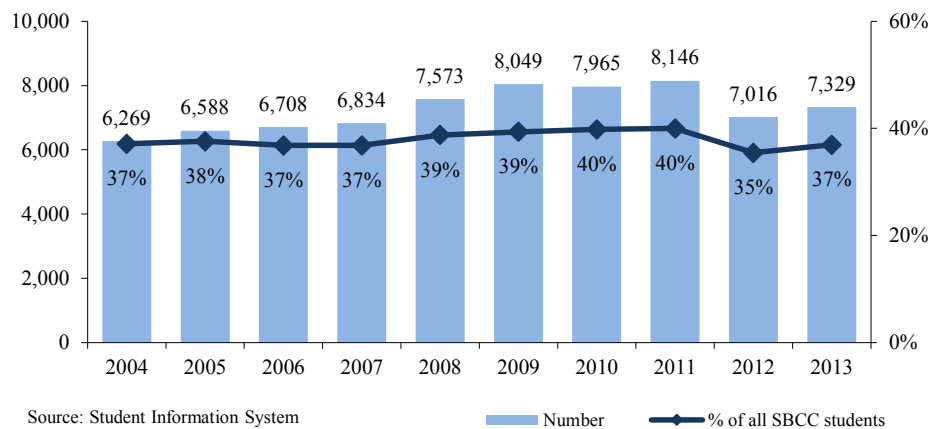


Source: SBCC Student Information System

### Percent of Credit Students Attending Full-Time

Full-time students (enrolled in 12 or more units) historically represent between 35% and 40% of all students.

**Fall Semester Full-Time Student Headcount**



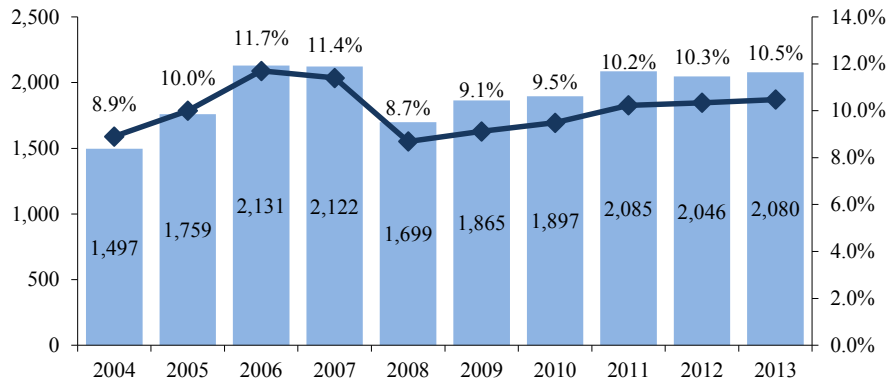
Source: Student Information System

Number      % of all SBCC students

### High School Students Attending SBCC Credit Courses

The College’s Dual Enrollment Program has expanded significantly since its inception in fall 1999, as the College has enhanced its outreach to local high schools, providing more opportunities for students to enroll in college-level courses while still in high school. High school students attending credit courses represent between 9% and 12% of the total unduplicated student headcount.

**Fall Semester High School Student Headcount**



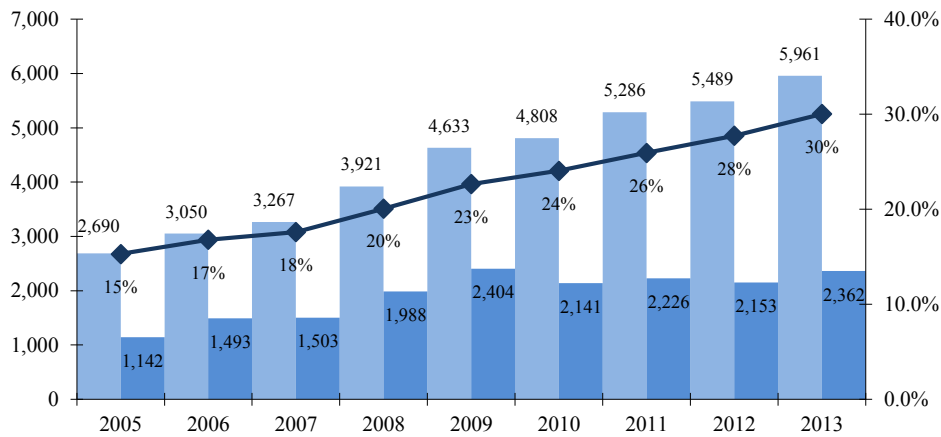
Source: SBCC Student Information System

Number — % of all SBCC students

### Online Student Headcount

Online student enrollment has increased steadily over the last nine years, representing 30% of all SBCC students in fall 2013. The number of students enrolled fully online only has leveled off to a little over 2,000 each fall semester.

**Fall Semester Credit Online Student Headcount**

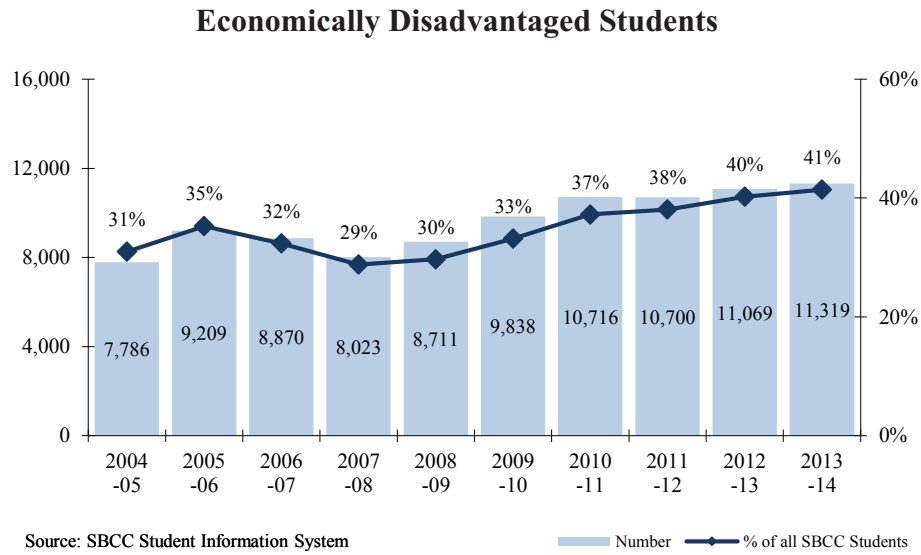


Source: SBCC Student Information System

Online — Online Only — % of all SBCC students

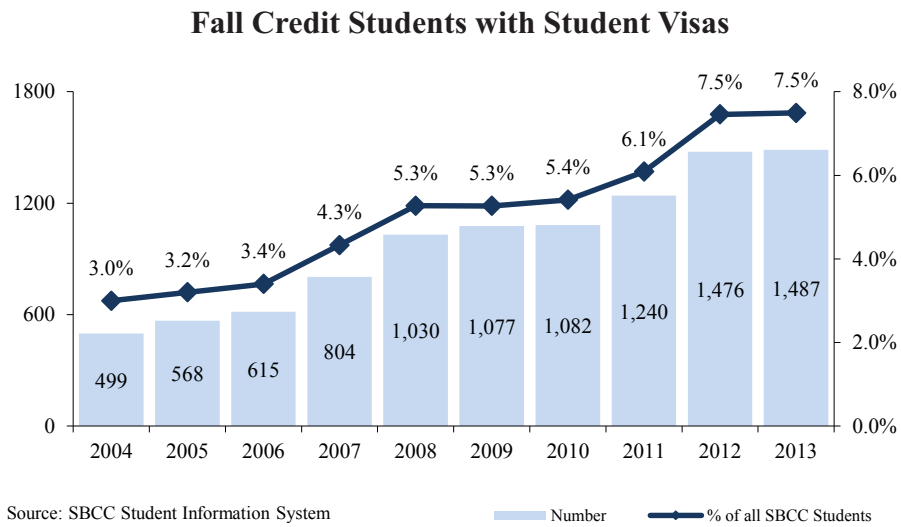
***Economically Disadvantaged Students Attending SBCC***

The number of economically disadvantaged students, defined as either in EOPS or receiving a Board of Governors (BOG) Fee Waiver, increased over the last ten years. The percentage of all SBCC students who are economically disadvantaged also increased.



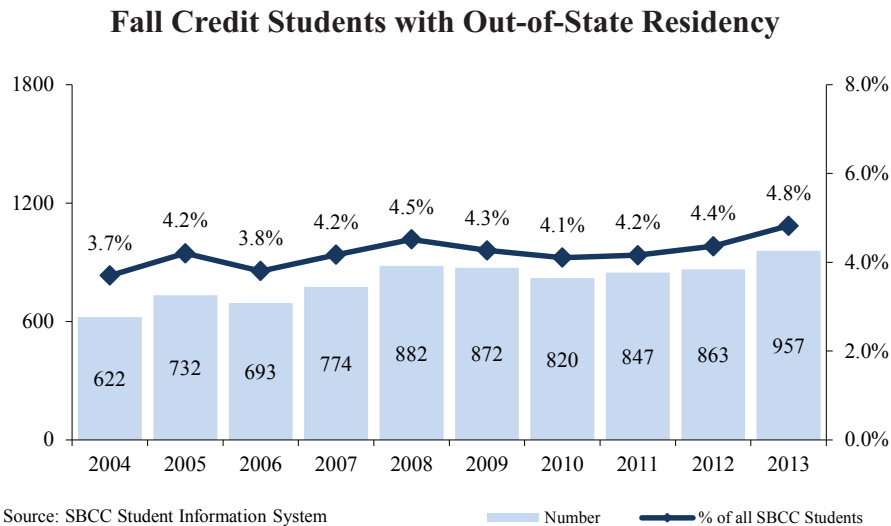
***International Students Attending SBCC Credit Division***

The number of international students attending SBCC with student visas increased over the period, representing 7.5% of all credit students in the last two fall semesters.



### *Out-of-State Students Attending SBCC*

The number of out-of-state students attending SBCC has increased slightly over the period, but has remained between 4% and 5% of the credit student population (see Figure II.17).



### *Noncredit Student Unduplicated Headcount*

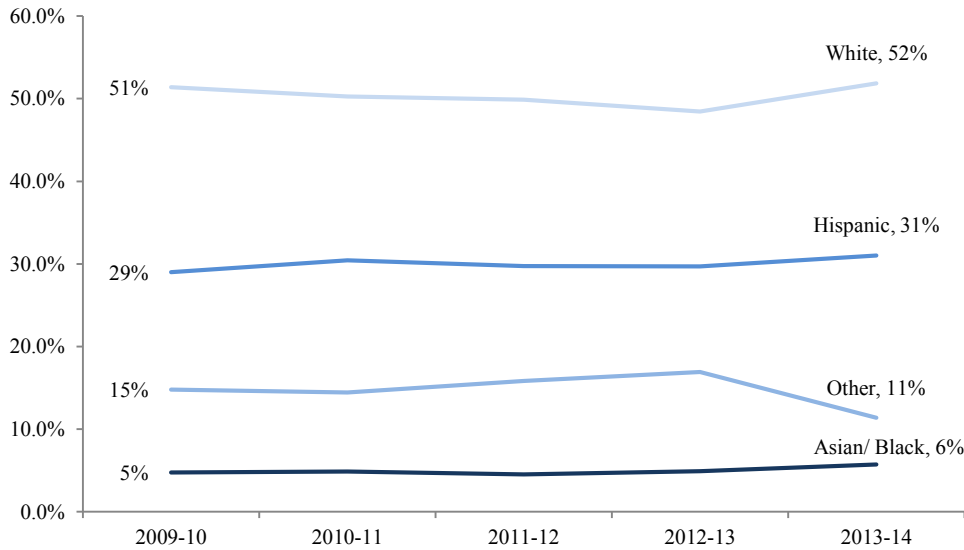
The noncredit student unduplicated headcounts for fall 2012 and fall 2013 were 6,208 and 3,210 respectively. This corresponds to annual unduplicated headcounts of noncredit students in 2012-13 and 2013-14 of 11,489 and 6,193. The reduction in the number of noncredit students parallels a reduction in the number of noncredit course offerings due to the transition of certain noncredit personal enrichment courses to fee-based offerings under the Center for Lifelong Learning.

Headcounts prior to fall 2012 are somewhat unreliable for comparisons, due to duplicate student identifiers and changes in student information systems used to track noncredit students. Beginning in summer 2015, as a result of the “One College” initiative, data on both credit and noncredit students will be stored in the same student information system (Ellucian’s “Banner” system), resulting in much more accurate tracking of the noncredit population, including the ability to track transitions from noncredit to credit.



***Noncredit Student Ethnic Composition***

The ethnic makeup of the noncredit student body has remained fairly constant. Of the roughly 11% students in the “other” category, 8% are those who declined to state their ethnicity. The remaining 3% include Filipino 0.5%, Native American Eskimo 0.7%, Pacific Islander 0.3%, and Other 1.5%.

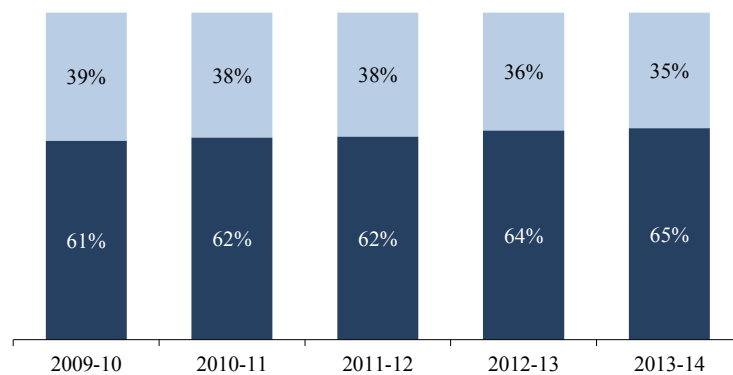


Source: SBCC CE Student Information System

***Noncredit Student Gender Composition***

The proportion of noncredit female students has increased slightly across the period.

**Noncredit Student Gender Composition**



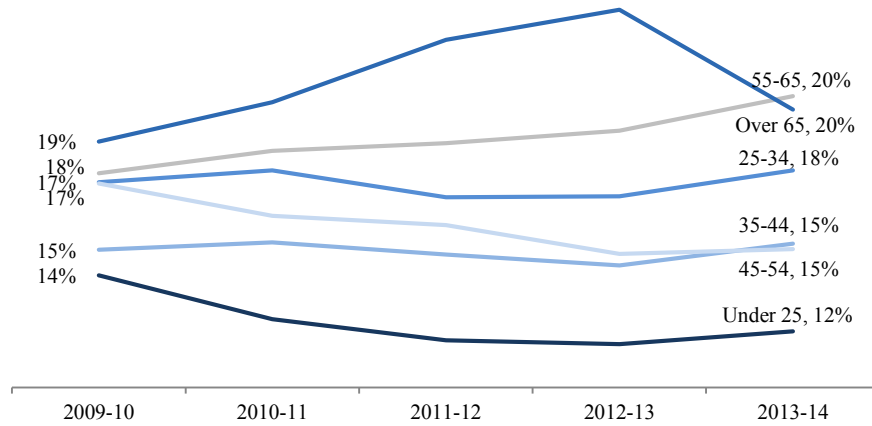
Source: SBCC CE Student Information System

■ Female ■ Male

**Noncredit Student Age Composition**

Only minor fluctuations in age groups have occurred over the last five years, with the exception of the 55-to-65 age group, which rose from 19% in 2009-10 to 23% in 2012-13, then dropped back to 20% in 2013-14. This may be attributed to the shifting of a large number of noncredit courses from state-funded to fee-based offerings under the Center for Lifelong Learning.

**Noncredit Student Age Composition**



Source: SBCC CE Student Information System

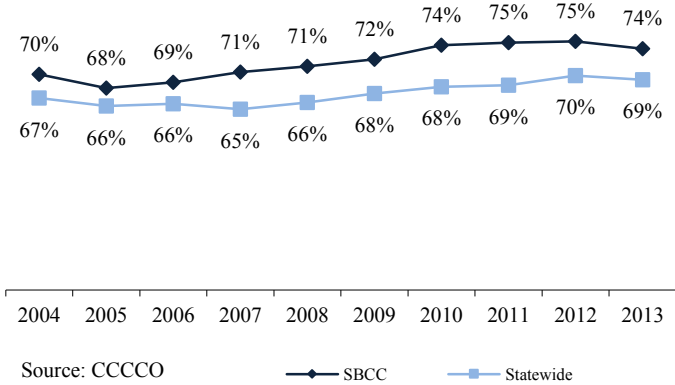
## Student Outcomes

This section provides data and analysis on student assessment and placement, outcomes, and achievement.

### College Wide Successful Course Completion Rates

SBCC’s successful course completion rate, defined as the percentage of students receiving a final grade of A, B, C, CR, or P, has remained between 74% and 76% over the past 4 years, as shown in the two figures below. SBCC maintained higher successful course completion rates than the statewide average in all semesters.

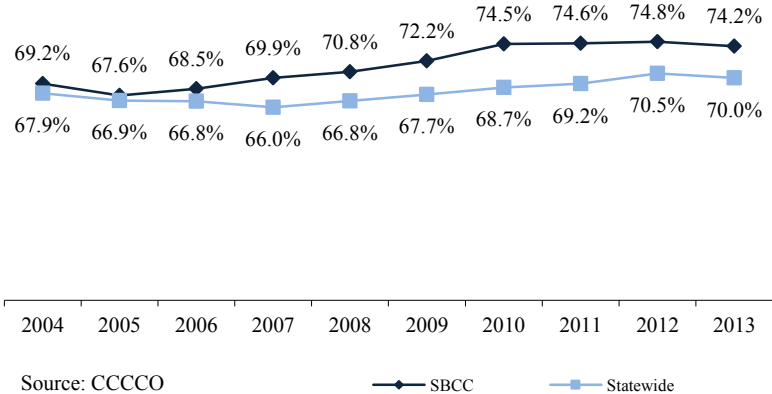
**Fall Successful Course Completion Rates**



### Successful Completion Rates in Transfer Courses

Successful completion rates each fall in transfer courses have increased steadily from 2005, leveling off in fall 2010 and dropping slightly in fall 2013. Successful completion rates in transfer courses were higher for SBCC than the statewide average in all semesters.

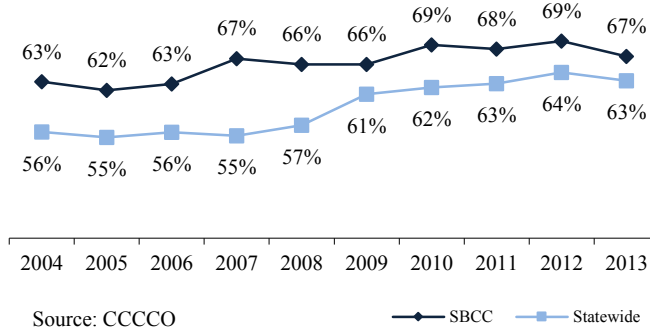
**Fall Successful Completion Rates in Transfer Courses**



**Successful Completion Rates in Basic Skills Courses**

The successful completion rate in all Basic Skills courses has remained between 62% and 69% in fall semesters, and between 59% and 66% in spring semesters. Successful completion rates in basic skills courses remain higher for SBCC than the statewide average. However, the statewide average has increased over the last five years, while SBCC’s rates have remained virtually the same.

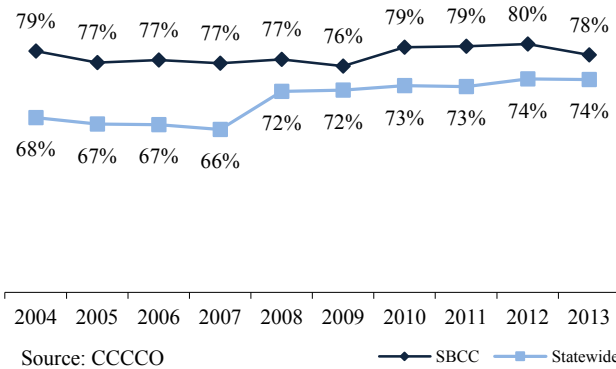
**Fall Successful Completion Rates in Basic Skills Courses**



**Successful Completion Rates in Career Technical Courses**

The successful completion rate in all career technical courses has remained fairly stable across fall and spring semesters, ranging from 76% to 80%. Successful completion rates in career technical courses were higher for SBCC than the statewide average in every semester.

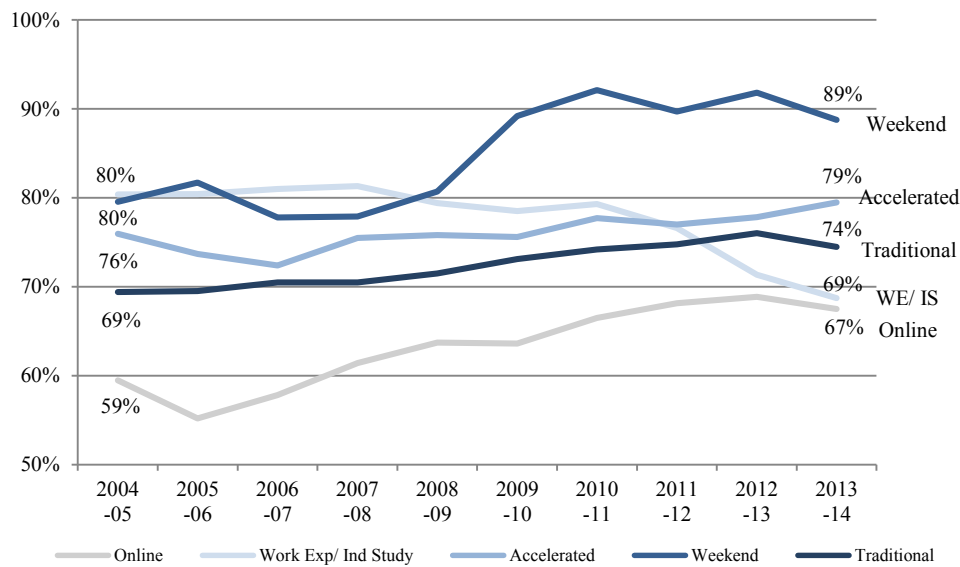
**Fall Successful Completion Rates in Career Technical Courses**



**Successful Completion Rates by Instructional Modality**

The College has made a commitment to providing instruction in alternative delivery modes to meet the diverse educational needs of students. Investment in best-practices training for instructors of online courses, and a focus on technologies such as Skype, video, and chat in these courses, has resulted in a marked improvement in online course success rates, although they are still below those of other methods. Accelerated courses, which include courses that meet for less than 16 weeks granting three or more units, continue to have a high rate of successful completion. Success rates in Work Experience/Independent Study courses decreased by 11% over the 6-year period from 2008-09 to 2013-14 (80% to 69%), while success rates in Weekend courses have increased. Success rates in traditional courses have also increased over the last ten years. Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

**Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses**

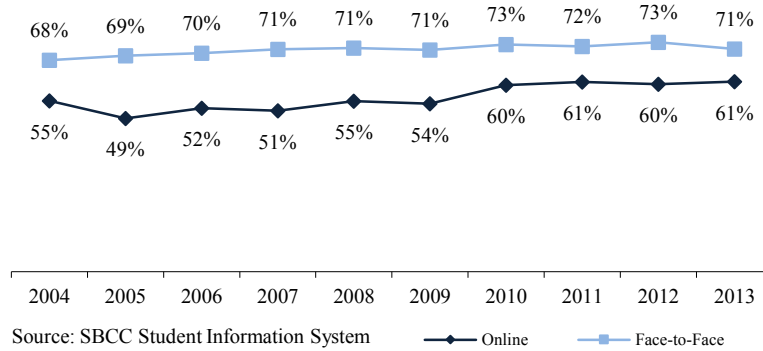


Source: SBCC Student Information System

***Successful Completion Rates Online vs. Face-to-Face***

In order to provide a more comparable view of success in the online courses, success rates were calculated for those online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses are then compared with the success rates in the comparable face-to-face classes. While success rates in online courses are consistently lower than in comparable courses offered face-to-face, the difference has been decreasing.

**Fall Successful Completion Rates Online vs. Face-to-Face**



**Persistence Rates of First-Time, Full-Time Students**

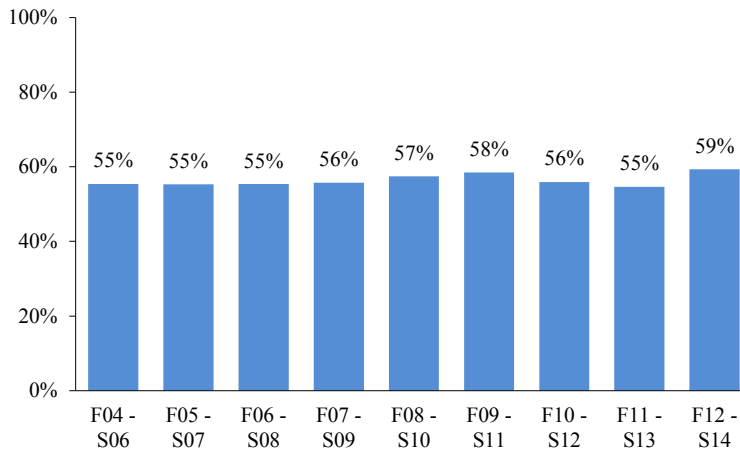
The first-to-second semester and first-to-fourth semester persistence rates of first-time, full-time students have remained fairly stable in recent years.

**Persistence Rates of First-Time, Full-Time Students  
Fall to Next Spring**



Source: SBCC Student Information System

**Persistence Rates of First-Time, Full-Time Students  
First to Fourth Semester**



Source: SBCC Student Information System

**Persistence for Part-Time First-Time Fall 2012 Students**  
(from Student Equity Plan, excluding international students)

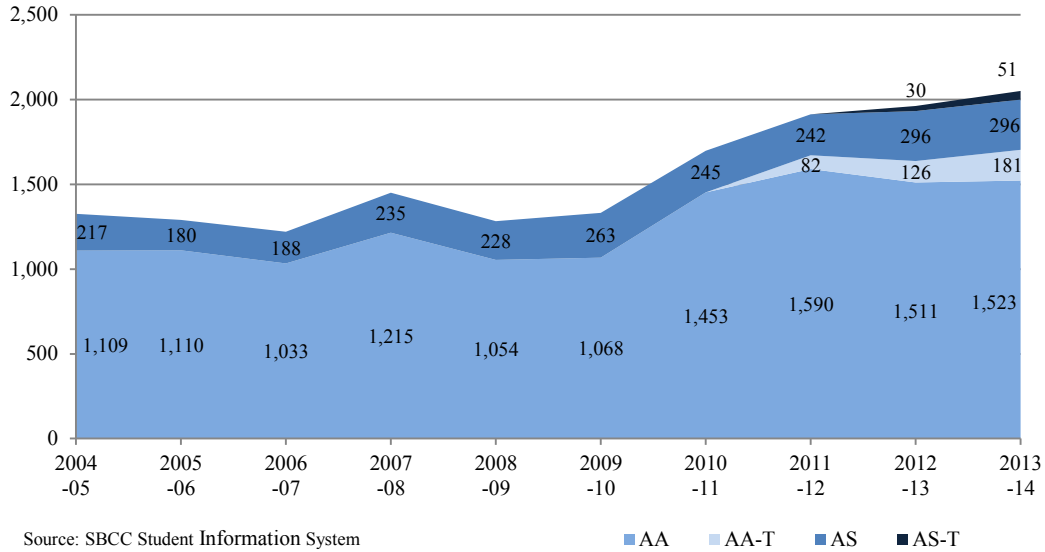
	Number Starting	Persisted to Spring 2013	Persisted to Spring 2013	Persisted to Fall 2013	Persisted to Fall 2013
<b>By Ethnicity</b>					
Am. Indian/Alaskan Native	6	1	17%	0	0%
Asian	32	21	66%	16	50%
Black/African American	74	25	34%	14	19%
Filipino	14	12	86%	9	64%
Hispanic	549	364	66%	241	44%
Pacific Islander	3	2	67%	2	67%
Two or More Races	67	52	78%	42	63%
Unknown	20	9	45%	2	10%
White	615	445	72%	317	52%
<b>TOTAL</b>	<b>1,380</b>	<b>931</b>	<b>67%</b>	<b>643</b>	<b>47%</b>
<b>By Gender</b>					
Female	618	407	66%	303	49%
Male	762	524	69%	340	45%
<b>TOTAL</b>	<b>1,380</b>	<b>931</b>	<b>67%</b>	<b>643</b>	<b>47%</b>
<b>By Age Group</b>					
Under 20	1,007	756	75%	554	55%
20-24	154	83	54%	41	27%
25-39	116	54	47%	33	28%
40+	103	38	37%	15	15%
<b>TOTAL</b>	<b>1,380</b>	<b>931</b>	<b>67%</b>	<b>643</b>	<b>47%</b>
<b>By Disability Status</b>					
DSPS	166	140	84%	101	61%
Non-DSPS	1,214	791	65%	542	45%
<b>TOTAL</b>	<b>1,380</b>	<b>931</b>	<b>67%</b>	<b>643</b>	<b>47%</b>
<b>By Economic Status</b>					
Disadvantaged (BOG Waiver)	726	492	68%	340	47%
Non-Disadvantaged	654	439	67%	303	46%
<b>TOTAL</b>	<b>1,380</b>	<b>931</b>	<b>67%</b>	<b>643</b>	<b>47%</b>



### Degrees and Certificates Awarded

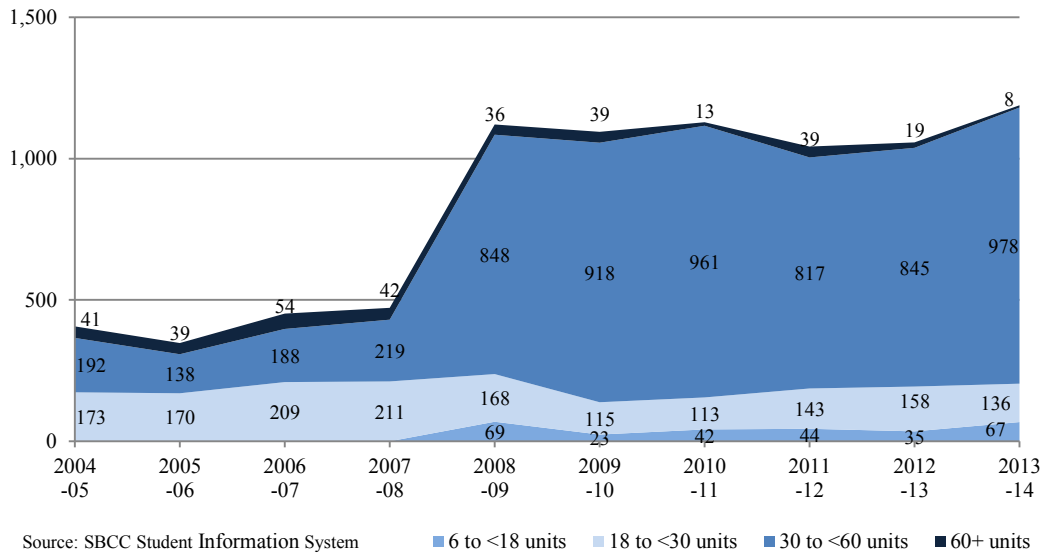
Degree awards increased noticeably in the last four years.

#### Number of Degrees Awarded by Type



Certificate awards have remained around 1,000 annually since 2008-09. The large increase in 2008-09 reflects the addition of the IGETC and CSU Breadth certificates.

#### Number of Certificates Awarded by Type



***Degree Completion Equity Disaggregation***

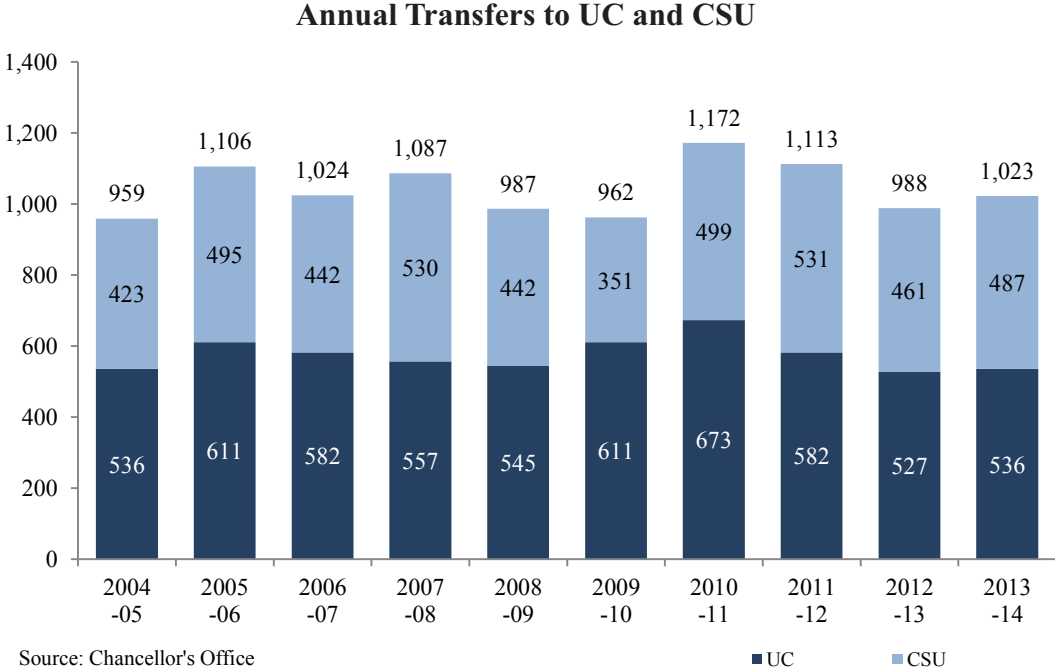
The table below shows the percent of first-time degree or certificate-seeking students who began in fall 2010 and received a degree or certificate within 3 years.

	Number in Cohort	Number of Completions	Percent Completions	Percent Distribution in Starting Cohort (A)	Percent Distribution of Students With Awards (B)	Difference Between Groups (B-A)
<b>By Ethnicity</b>						
Am. Indian/Alaskan Native	12	5	41.7%	0.7%	1.6%	0.9%
Asian	45	10	22.2%	2.6%	3.2%	0.6%
Black/African American	58	7	12.1%	3.3%	2.2%	-1.1%
Filipino	15	5	33.3%	0.9%	1.6%	0.7%
Hispanic	626	77	12.3%	35.9%	24.6%	-11.3%
Other Non-White	10	1	10.0%	0.6%	0.3%	-0.3%
Pacific Islander	6	0	0.0%	0.3%	0.0%	-0.3%
Two or More Races	80	14	17.5%	4.6%	4.5%	-0.1%
Unknown	15	3	20.0%	0.9%	1.0%	0.1%
White	877	191	21.8%	50.3%	61.0%	10.7%
<b>TOTAL</b>	<b>1,744</b>	<b>313</b>	<b>17.9%</b>	<b>100.0%</b>	<b>100.0%</b>	
<b>By Gender</b>						
Female	886	206	23.3%	50.8%	65.8%	15.0%
Male	858	107	12.5%	49.2%	34.2%	-15.0%
<b>TOTAL</b>	<b>1,744</b>	<b>313</b>	<b>17.9%</b>	<b>100.0%</b>	<b>100.0%</b>	
<b>By Age Group</b>						
Under 20	1,509	302	20.0%	86.5%	96.5%	10.0%
20-24	132	7	5.3%	7.6%	2.2%	-5.3%
25-39	71	3	4.2%	4.1%	1.0%	-3.1%
40+	32	1	3.1%	1.8%	0.3%	-1.5%
<b>TOTAL</b>	<b>1,744</b>	<b>313</b>	<b>17.9%</b>	<b>100.0%</b>	<b>100.0%</b>	

*Transfers to Four-Year Institutions*

**Transfers to UC and CSU**

From 2008-09 to 2013-14, the total number of students transferring annually from SBCC to the University of California (UC) and California State University (CSU) campuses has remained around 1,000.

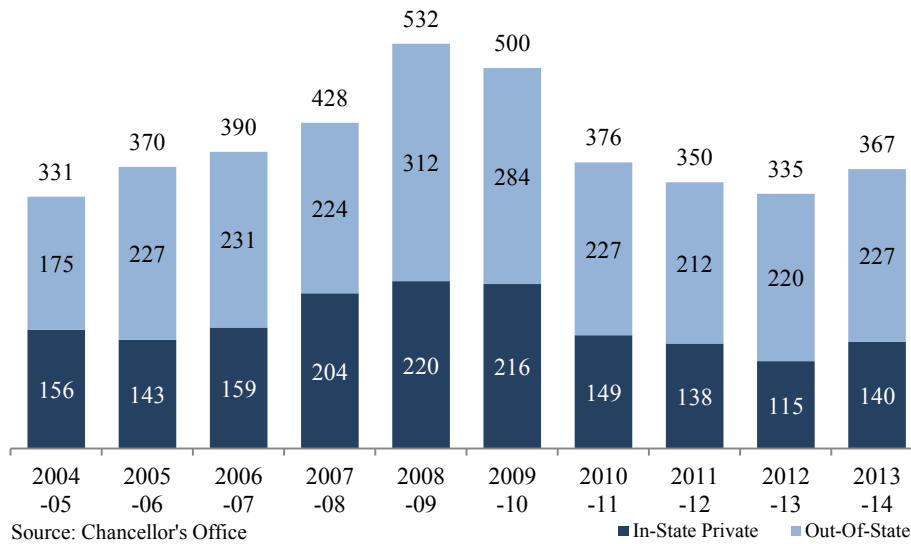


### Transfers to Other Four-Year Institutions

The number of students transferring to in-state private and out-of-state institutions peaked in 2008-09, and then declined sharply, with a slight increase again in 2013-14.

The students counted in this report are those who took their first credit course at SBCC, then transferred to a 4-year institution after accumulating at least 12 units anywhere in the California Community College system (which most likely would have been SBCC as well). These data are provided by the California Community Colleges Chancellor’s Office.

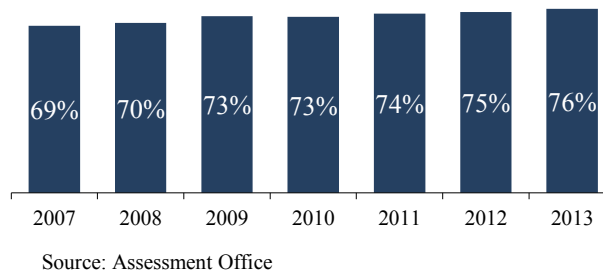
#### Transfers to In-State Private and Out-of-State Four-year Institutions



### Students Placing Below College Level in English

The percentage of first-time students who took an assessment test and placed below college level in English reading or writing has remained fairly steady over the last six years. Between 24% and 31% of first-time students placed into the college-level English course, English 110: English Composition, or higher.

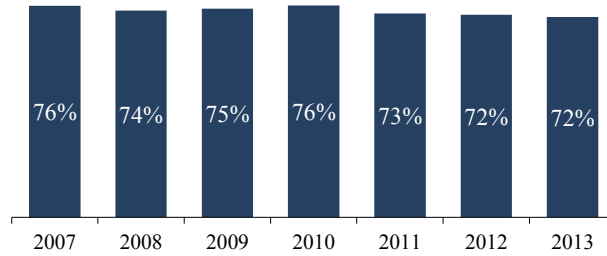
#### Percentage of First-Time Students Who Placed Below College Level in English



***Students Placing Below College Level in Math***

The percentage of first-time students who took an assessment test and who placed below college level in math has remained fairly steady over the last six years. Between 24% and 28% of first-time students placed into the college-level math course, Math 117: Elementary Statistics, or higher.

**Percentage of First-Time Students Who Placed Below College Level in Math**

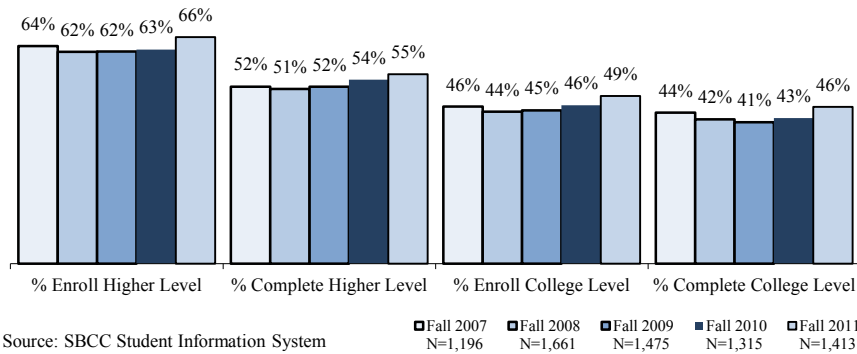


Source: Assessment Office

***Progression through and Completion of the Basic Skills Course Sequence***

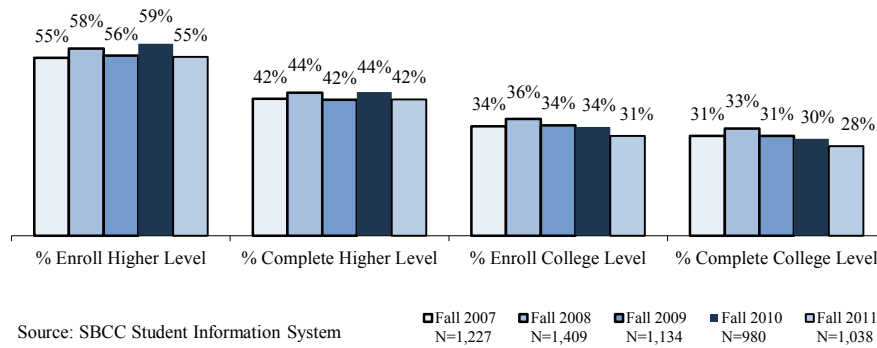
The percentage of students in basic skills courses (remedial) who subsequently transition into college-level work in math, English, and English as a Second Language (ESL) remains an area of concern. In English, 66% of the students new to the College who enrolled in a basic skills course in fall 2011 enrolled in a higher level course in the same area of study within three years, and 55% successfully completed at least one higher level course within the same time frame. Forty-nine percent enrolled in the English college-level course (ENG 110) within three years, and 46% completed the course successfully.

**English Basic Skills Students Transition to College Level within 3 Years**



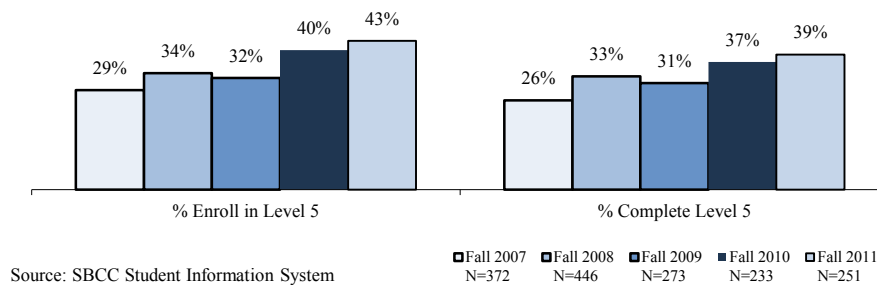
In mathematics, 55% of the students new to the College who enrolled in a basic skills math course in fall 2011 enrolled in a higher-level math course within three years, and 42% successfully completed at least one such course. Thirty-one percent enrolled in a college-level math course within three years, and 28% completed the course successfully.

### Math Basic Skills Students Transition to College Level within 3 Years



In ESL, 43% of the students new to the College in fall 2011 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years, and 39% successfully completed this course within the same time frame.

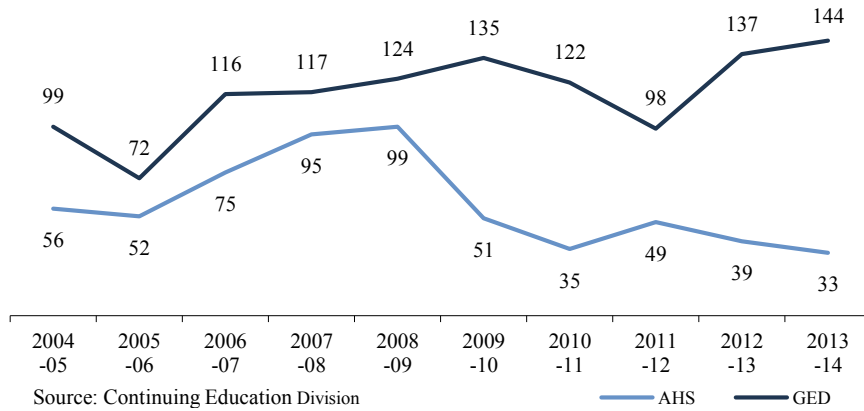
### ESL Level 1 through 4 Students Transition to Level 5 within 3 Years



***Noncredit Students Receiving General Educational Development (GED)***

The number of GED completers has risen from 99 in 2004-05 to 144 in 2013-14. Regarding the decrease in Adult High School (AHS) completions from 2008-09 onward, no new students were admitted from July 2009 through September 2010 due to changes in state requirements, and in fall 2010, additional requirements increased the instructional hours needed from 2.5 hours per credit to 14.7 hours per credit.

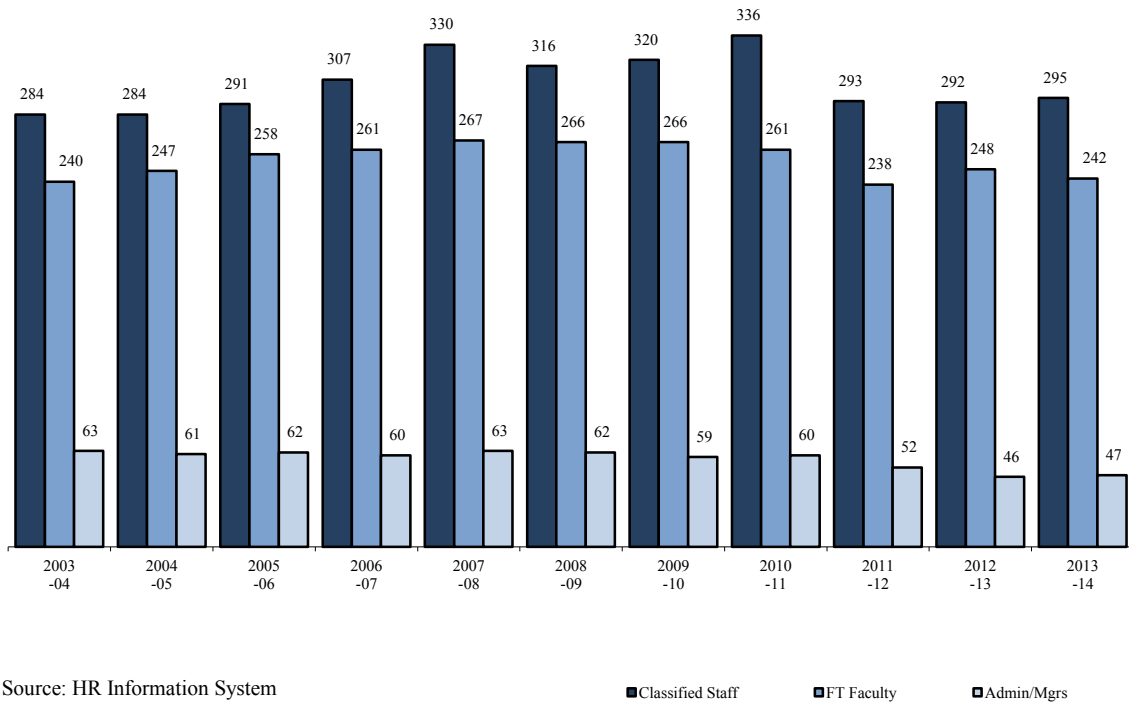
**Number of Adult High School and GED Completers**



# Faculty, Staff, and Administrators

Budget constraints during the economic downturn have impacted staffing at all levels of the organization.

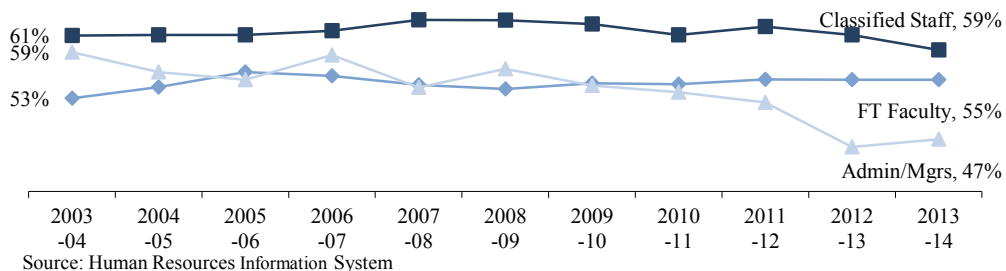
**Number of Permanent Faculty, Staff, and Administrators/Managers**



## *Gender Composition of Faculty and Staff*

The proportion of women in classified staff and full-time faculty positions has remained fairly stable over the past five years, but has decreased among administrators and managers.

**Percent Women among Permanent Faculty, Staff, and Administrators/Managers**

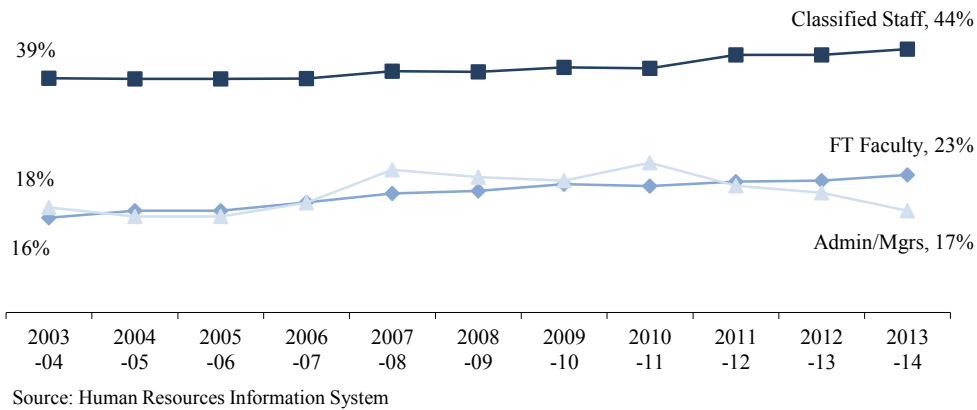




***Ethnic Composition of Faculty and Staff***

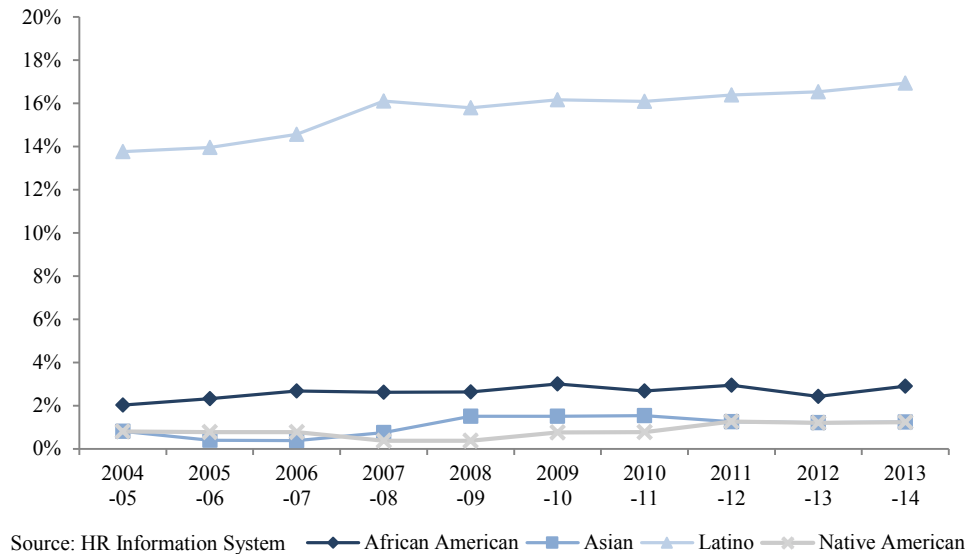
The percentage of minorities among regular classified staff has increased from 39% to 44% over the last eleven years. An increase in minorities from 16% to 23% can also be seen among full-time faculty during this same period. The proportion of minorities among classified staff is almost twice that of full-time faculty or administrators. The proportion of minorities among administrators and managers peaked at 25% in 2010-11 and has declined since then.

**Percent Minorities among Permanent Faculty, Staff and Administrators/Managers**

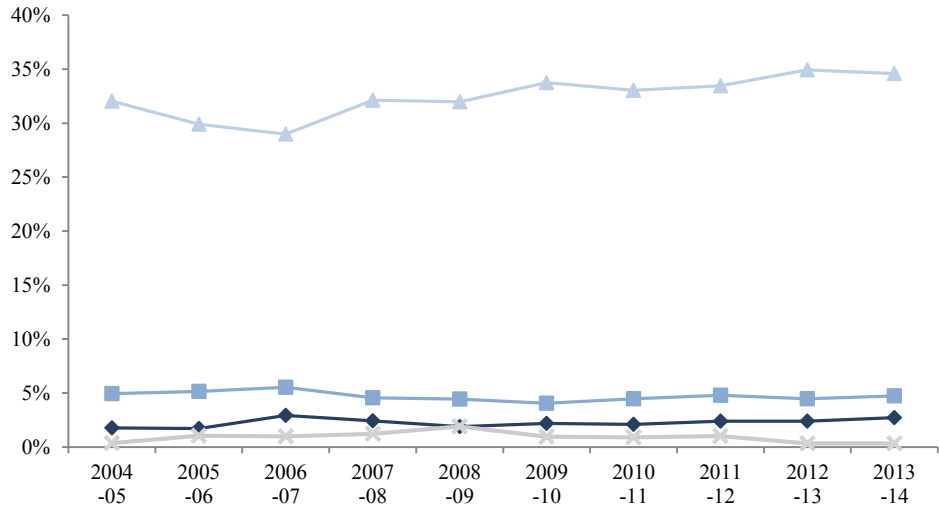


The College has made a concerted effort in the outreach and recruitment process for filling vacancies to increase the number of applications of qualified minorities and other underrepresented groups. The increase in Latino faculty and staff can be seen in the three charts below. The remaining ethnic groups have remained fairly stable over the last nine years.

**Percentage Breakdown of Non-White Ethnicities among Permanent Faculty**

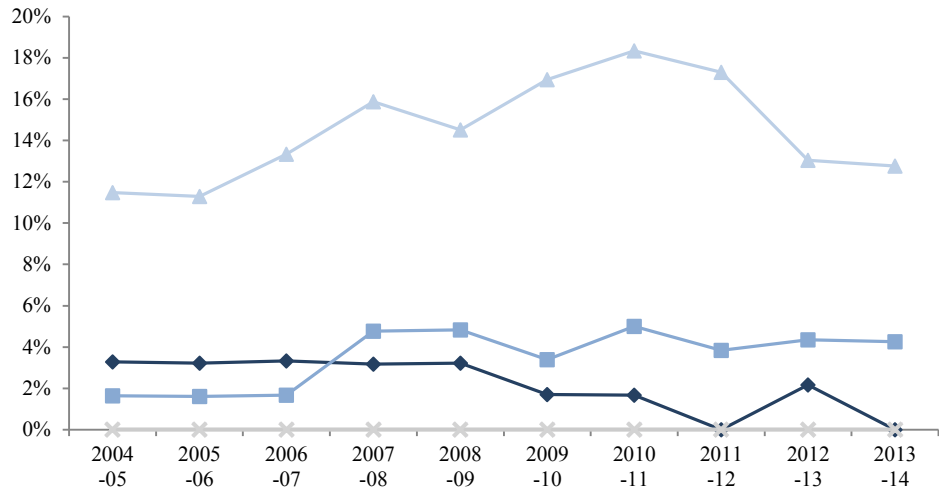


### Percentage Breakdown of Non-White Ethnicities among Full-Time Staff



Source: HR Information System — African American — Asian — Latino — Native American

### Percentage Breakdown of Non-White Ethnicities among Administrators/Managers



Source: HR Information System — African American — Asian — Latino — Native American

# Standard I

## INSTITUTIONAL MISSION AND EFFECTIVENESS



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# Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

## Standard IA: Mission

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

### Descriptive Summary

The mission statement of Santa Barbara City College (SBCC) is a clear, concise statement of the institution's purpose and direction, and establishes the shared vision of the College. The mission statement drives all planning and decision-making.

#### SBCC Mission Statement

*As a public community college dedicated to the success of each student . . .  
Santa Barbara City College provides students a diverse learning environment that  
inspires curiosity and discovery, promotes global responsibility, and fosters  
opportunity for all.*

The key words and phrases in the mission statement reflect the institution's broad educational purpose, its primary focus on student success, its character of high achievement, integrity and responsibility, and its diverse student population:

- dedicated to the success of each student
- provides students a diverse learning environment

- promotes global responsibility
- fosters opportunity for all

In addition to the mission statement, the College’s core principles guide all aspects of instruction, organization, and innovation.

### **SBCC Core Principles**

- Student-centered policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- Free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

The mission statement and core principles appear prominently on the College’s website, accessed by selecting The College on the homepage and next selecting Mission.<sup>51</sup> The mission statement is also displayed prominently in many locations throughout the campus, including a large stencil in the entrance to the Administration building, and framed posters in many frequently used meeting rooms and public spaces where students congregate. *Reflections on SBCC 2014* survey data show that a large majority of SBCC employees responding agree that the College is fulfilling its mission.<sup>52</sup>

### **Self Evaluation**

The College meets the standard. SBCC’s mission statement expresses the College’s purpose, direction, and vision. It guides all planning, decision-making, and is the foundation for the evaluation of institutional effectiveness. The mission statement and accompanying core principles define the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

### **Actionable Improvement Plan**

None

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## **STANDARD 1A.1**

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

<sup>51</sup> [Webpage screenshot of Mission Statement](#)

<sup>52</sup> [Reflections on SBCC 2014](#) (page 2)

## Descriptive Summary

Santa Barbara City College (SBCC) was established in 1909, and is a comprehensive community college primarily serving the south coast service area within Santa Barbara County, specifically the region from Carpinteria to Gaviota (2013 population 189,981). The organization of the College’s student learning programs and services mirrors the framework established for each of the 112 institutions in the California Community College system, as stated in the SBCC Charter:

### SBCC Charter

*Santa Barbara City College’s mission and core principles honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code §66010.4:*

- Primary Mission: Academic and vocational instruction at the lower division level; advancement of California’s economic growth and global competitiveness through education, training, and services.
- Essential and Important Functions: Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state’s interest), and student support services.
- Authorized Function: Community services courses.

Reflecting the framework stated in the Charter, SBCC’s programs and services are aligned with its purpose, character, and student population and are organized into the three broad areas of credit, noncredit, and the Center for Lifelong Learning, as described in the table below:

SBCC Charter	SBCC Program Area	Annual Student Population (approximate)	Description
Primary Mission and Essential and Important Functions	Credit	25,000	Courses carrying college credit, including those courses transferable to 4-year institutions, career/technical education, and basic skills instruction in math, English, and ESL.
	Noncredit	6,000	Courses without college credit, including ESL, courses leading to the completion of Adult High School (AHS) and General Education Development (GED) certificates, courses leading to short-term vocational certificates, and parent education.

Authorized Function: Community Service Courses	Center for Lifelong Learning	8,200	Fee-based community services courses, including arts and crafts, body/mind/spirit, nature, science, recreation, events, languages, photography, home and family, and other topics of interest to the local community.
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Although these three areas focus on different aspects of instruction, SBCC views itself as one college with a single mission focused on the success of each student.

### *Credit Programs*

Credit programs comprise the largest of these instructional areas, with 64 departments<sup>53</sup> serving a wide range of student interests and needs from Accounting to Water Science. The main areas of academic focus within the credit program reflect the primary mission and essential and important functions of the SBCC charter, as shown in the table below:

Credit Program Focus Area	Percent of Fall 2014 Sections*
1. Transfer preparation	84%
2. Career/Technical Education (CTE)	31%
3. Remedial (basic skills) courses in math, English, and ESL	10%

\* The total number of sections offered in fall 2014 was 2,354. Percentages will total more than 100% due to the overlap between transfer preparation and CTE courses.

### *Career Technical Education (CTE)*

SBCC's career technical education (CTE) programs support the region's largest fields of employment (hospitality and nursing) as well as traditionally high-paying specialty careers such as Marine Diving. The College is committed to the advancement of California's economy and to the global competitiveness of the state. As an example of this commitment, the College holds the California Chancellor's Office grant for the South Central Regional Consortium, one of the ten regions in the California Community College system focused on career technical education and workforce development.<sup>54</sup> The College also hosts the Global Trade Grant as part of the California Institute for Trade Development, which is housed in the Scheinfeld Center for Entrepreneurship and Innovation.<sup>55</sup>

<sup>53</sup> [Department list from SBCC website](#)

<sup>54</sup> [South Central Coast Regional Consortium home page](#)

<sup>55</sup> [California Institute for Trade Development home page](#)



### ***Noncredit Programs***

Along with credit programs, noncredit programs also serve an important function within the community and align with the College's mission. Noncredit programs help students develop the skills they will need to complete their secondary education, advance in other college classes, or to develop employment opportunities.

The noncredit program primarily serves these distinct educational areas:

- Adult High School/GED
- English as a Second Language
- Short Term Vocational Programs: Computer Skills, Health Care, Green Gardener, ServSafe (food handling)
- Parent Education courses at four local cooperative preschools (Parent-Child Workshops)

### ***Diverse Programs and Services***

The diversity of SBCC's programs and services reflects the diversity of the student population. Examples include:

- American Sign Language department
- Disabled Student Programs and Services department
- Express To Success (learning communities and accelerated sequences for students in basic skills courses)
- Global Studies
- Honors Program
- International Students
- Middle East Studies
- Study Abroad programs
- Veterans' Services

Longstanding programs such as the Transfer Achievement Program, Disabled Students Programs and Services, and the Transfer Center have successfully served large student populations for many years. More recent programs, such as Express to Success, are helping different populations of students succeed.

### *Center for Lifelong Learning*

For many years, community service and personal enrichment courses were part of the noncredit programs division. In 2012, in response to changes in state funding priorities by the California Community Colleges Chancellor's Office, and recognizing the need for continued lifelong learning, the College began shifting these courses to the newly-created Center for Lifelong Learning (CLL), which became operational in summer 2013. The CLL is a fee-based, self-supporting program within Santa Barbara City College.

### **Self Evaluation**

The College meets the standard. Santa Barbara City College establishes student learning programs and services that are aligned with its purpose, its character, and its student population.

The College regularly surveys its students in the credit program area, and according to results of the *2013 Student College Experiences Survey*, 94% of students surveyed would recommend SBCC to family or friends, and 98% of students surveyed agreed that the College is fulfilling its vision that "SBCC is dedicated to the success of each of its students." Regular review of curriculum by faculty ensures that programs offered are current and meet the needs of students. Noncredit programs are also developed and modified in accordance with student demand, and the Center for Lifelong Learning effectively responds to the avocational interests of the local community.

### **Actionable Improvement Plan**

None

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## **STANDARD IA.2**

**The mission statement is approved by the governing board and published.**

### **Descriptive Summary**

The College defines its commitment to student learning through its mission statement. The Board of Trustees approves the mission statement during a regular board meeting following a consultative process of mission statement review detailed in Standard IA.3. The last complete review of the mission statement occurred in 2012-13. This review resulted in a revision, which then went through the College's participatory governance processes before moving forward to the Board of Trustees for final approval.

The Board of Trustees most recently reviewed and approved the mission after a first reading on March 28, 2013 with final approval taking place on April 25, 2013.<sup>56</sup> The Board minutes also note that the mission statement will be published on the College website and on future agendas. This is verified by the presence of the mission statement on the College website and on all regular Board agendas starting with the August 22, 2013 agenda.<sup>57</sup>

## Self Evaluation

The College meets the standard. The governing board approved the mission statement on April 25, 2013. The mission statement is present on the College website and has been present on all regular Board agendas starting with the August 22, 2013 agenda.

## Actionable Improvement Plan

None

## STANDARD IA.3

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

## Descriptive Summary

The mission statement was last reviewed in 2012-13, with final approval taking place on April 25, 2013. This was the culmination of a three-part process involving broad representation from across the College and full engagement through the College's governance and decision-making processes.

The process began with a series of interviews with members of the College's major decision-making organizations, starting with the College Planning Council, the major governance group that includes representation from the five major constituencies. (For more detail about this group, refer to the Core Planning Structures section of this document.) Additional interviews were conducted with the Academic Senate, the Classified Consultation Group, Deans' Council, the Associated Student Government, the Supervisory Bargaining Unit, and the Board of Trustees. The results were organized into themes, as shown on page 6 of the document *Framing our Future: Mission Statement Review Process, 2012-2013*.<sup>58</sup>

<sup>56</sup> [Board minutes April 25, 2013](#) (item 3.1)

<sup>57</sup> [Board minutes August 22, 2013](#) (first page)

<sup>58</sup> [Framing our Future: Mission Statement Review Process 2012-2013](#)

The next phase was the discussion of the themes, review of the current mission statement, and the creation of an initial revision. This took place at a retreat called “Framing our Future” which was held on January 23, 2013. This retreat was attended by the members of the College Planning Council plus two additional representatives from these six constituent groups: Academic Senate (faculty), Associated Student Government (students), Executive Council (vice presidents), Classified Consultation Group (classified staff), Board of Trustees, and the Advancing Leadership Committee (administrators and managers). During the retreat, the group decided that a revision of the mission statement was warranted and a new draft version was produced. This draft is captured on page 8 of *Framing our Future: Mission Statement Review Process, 2012-2013*.

The third and final phase was College-wide consultation. The draft mission statement revision was distributed to all of the members of the College Planning Council to bring back to their constituent groups. The constituent groups did not simply review the mission statement at the group level; it was distributed to the individual members of these groups and the feedback given to the College Planning Council which incorporated it into a final recommendation. This recommendation was brought to the Board of Trustees for two readings culminating in final approval on April 25, 2013. The process of developing the mission statement was collaborative, involved the appropriate governance bodies, and yielded a statement generated from collective voice.

### Self Evaluation

The College meets the standard. The College has created a process that fully utilizes the College’s governance and decision-making processes in examining the mission statement and revising it if needed. This process produced a revised mission statement that was a true reflection of the collective voice and forms a model for revising the mission statement in the future. However, the College’s *Educational Master Plan* mentions regularly reviewing the mission statement only in the most general terms; there is no explicit provision for reviewing the mission statement on a regular basis.<sup>59</sup> This needs to be addressed.

### Actionable Improvement Plan

Integrate an explicit review cycle for the mission statement into the *Educational Master Plan*. This review cycle should be based upon the work highlighted in *Framing our Future: Mission Statement Review Process, 2012-2013*.

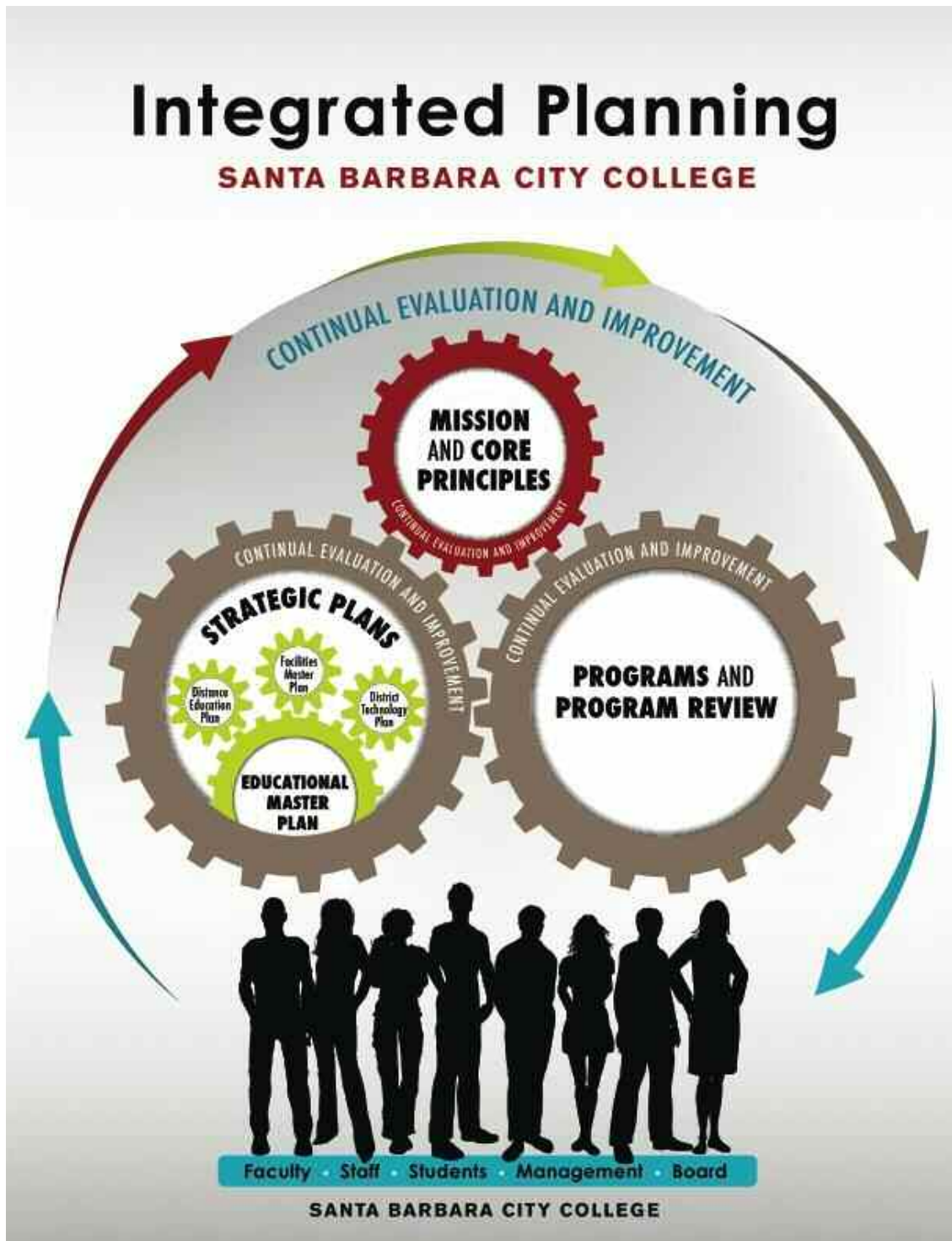
## STANDARD IA.4

**The institution’s mission is central to institutional planning and decision-making.**

<sup>59</sup> [Educational Master Plan 2014](#)

## Descriptive Summary

SBCC's Mission Statement is the highest-level reflection of the College's educational purpose and articulates the institution's commitment to student learning and success. Along with the Core Principles and Charter, it drives all strategic planning and institutional decision-making. This is captured in the SBCC Integrated Planning Concept Map as shown in the College's *Educational Master Plan* and below.



The lines of influence detailed on the Integrated Planning Concept Map show the Mission and Core Principles driving strategic planning and being reflected by programs. Programs, through program review, inform the College’s strategic plans, primarily the *Educational Master Plan*. The *Educational Master Plan* drives all other strategic plans, including the *Facilities Master Plan*, *District Technology Plan*, and *Distance Education Plan*. In turn, these plans guide programs. These robust connections between programs and strategic plans guide our educational programs in a way which ensures alignment with the Mission and Core Principles.

The mission occupies a central role in the College’s planning processes as exemplified by program review and the College’s strategic plans.

## Self Evaluation

The College meets the standard. Evidence of the centrality of the College’s mission to planning and decision-making is given by its appearance in the very first line of the *Educational Master Plan*:

*Santa Barbara City College’s Educational Master Plan (EMP) enacts our Mission and Core Principles by placing those statements of values and purpose at the forefront of our planning efforts.*

Additional evidence of the centrality of the mission to SBCC’s planning and decision-making is the strong linkage between program review and the mission. The mission’s central focus is illustrated by the second question in program review which asks the department to “Identify or outline how your department/program contributes to the mission of the College.” A sample showing this linkage is the 2014-15 program review for the Computer Information Systems department.<sup>60</sup> The corresponding program review instructions for administrative units is “Identify or outline how your unit serves the mission of the institution (district or college).” A sample showing this linkage is the 2014-15 administrative unit review for the Fiscal Services administrative unit.<sup>61</sup> By explicitly tying each unit’s program review to the College’s mission, departments, department chairs, directors, program managers, and administrators keep the mission central to planning.

## Actionable Improvement Plan

None

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<sup>60</sup> [Computer Information Systems program review 2014-15](#)

<sup>61</sup> [Fiscal Services program review 2014-15](#)

# Standard IB: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

## STANDARD IB.1

**The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.**

### Descriptive Summary

SBCC incorporates ongoing, collegial, and self-reflective dialog about the continuous improvement of student learning and institutional processes into its planning and governance, learning assessment, and professional development processes. This discussion is ingrained in the culture of the College. The Board of Trustees, College Planning Council, Academic Senate and its subcommittees, Associated Student Government, Institutional Effectiveness Committee, Advancing Leadership Committee, Classified Consultation Group, and many other college groups engage in regular, collegial, self-reflective dialog about continuous improvement.

#### *Dialog in Planning and Governance Processes*

The *Educational Master Plan* development process exemplifies college-wide dialog in planning and governance processes. Beginning in March 2013, 162 faculty, classified staff, managers, students, and Board members in 22 workshops envisioned SBCC after 6-8 years of continuous

improvement, adhering closely to the Mission and Core Principles, and then identified actions needed to achieve those visions. A contextual analysis of the data and feedback from the workshops and surveys resulted in themes and proposed Strategic Directions. These were further refined in a retreat involving the College Planning Council and other college representatives, along with additional workshops, culminating in a final review and approval path through the campus governance structure, including final approval by the Board of Trustees in February 2014. This process is described in Appendix A of the *Educational Master Plan*.

The development of the College's *2014 Student Equity Plan*<sup>62</sup> is another example of collegial dialog about continuous improvement of student learning and institutional processes. The Student Access, Success, and Equity Committee, made up of 90 faculty, staff, and administrators, gathered multiple times over an extended period to analyze data, discuss ways to improve results, and construct a plan for addressing equity issues and evaluating the results in the near and long term. Committee meetings will continue throughout the life of the plan.

Ongoing dialog about planning and evaluation is also a fundamental element of the annual program review process, which runs from early fall through mid-spring. The Program Evaluation Committee (PEC) is a focal point for this discussion, and promotes dialog through its examination of the program review process itself, as well as examining the effectiveness of programs through a detailed reading of program review submissions. (See the description of PEC in the Core Planning Structures section of this document.) The College Planning Council also regularly discusses improvements to the program review process.

Another major example of ongoing collegial dialog in support of continuous institutional improvement revolves around the process for developing the *Facilities Master Plan*. One of the first steps in this process is creation of the *Program Location and Land Use Master Plan* (PLLUMP), which involves broad-based discussion of improvements in facilities and land use. The dialog for this process includes all of the College's shared governance bodies, as well as community entities. At the conclusion of this process, PLLUMP will establish long-term goals and guiding principles associated with land planning, facility program locations, internal and external connections, circulation, and parking within the parameters of the technical requirements of the sites, the regulatory environment, the College sustainability guidelines, and budget considerations. These will feed into the *Facilities Master Plan*, which will undergo a regular cycle of assessment, evaluation, and revision. The results of this process will be improved efficiency and effectiveness of College services and programs and the creation of a long-range planning vision for the College.

Regarding dialog about governance, the College conducts a Governance Survey every two years that fosters discussion about improvement in governance structures and processes. The survey is administered to each governance group. Sample questions on the survey are:

- Do you feel you have a clear understanding of the structure and purpose of this committee?
- What would you recommend to help new or existing members better understand the role of this committee?

<sup>62</sup> [Student Equity Plan 2014](#)



- What would you recommend to help the committee function more effectively?
- Please provide any additional comments and suggestions for improvements you have about participatory governance structures and processes at SBCC.

The results are discussed with each governance group in sessions facilitated by the Senior Director of Institutional Research, Assessment, and Planning. Suggestions for improvement are discussed, and where appropriate, voted upon and implemented.

Dialog about governance processes also takes place through the annual *Reflections on SBCC* survey. A sample question from this survey is:

- Please rate the extent to which you agree with the following statements:
  - I am aware of the governance and organizational groups that contribute to campus decision-making.
  - I have the opportunity to actively inform campus decision-making.
  - I feel that my voice can be heard in campus decision-making.

Results of this survey are discussed with the major governance groups and posted on the college website.

### ***Dialog in Learning Assessment Processes***

The learning assessment process takes place primarily through the activity of scoring Student Learning Outcomes, assessing the results, and subsequently creating course and program improvement plans. There is a great deal of active, earnest, and collegial dialog at the College regarding Student Learning Outcomes, and while there are varying degrees of agreement on the extent to which Student Learning Outcomes are effective in ultimately improving student learning, there is agreement that the robust dialog around teaching and learning that Student Learning Outcomes generates is rewarding, fruitful, and a catalyst for improvement in instruction, curriculum, programs, and services. For example, the Curriculum Committee requirement that all courses include the list of SLOs in an appendix to the course outline of record fosters dialog in the creation and review of course and program SLOs in both department and committee meetings. The Academic Senate regularly reviews and modifies the ISLOs based on ongoing faculty discussion, most recently in spring 2015.

Student Learning Outcomes and the associated activities and dialog are described in detail in the following sections: Core Planning Structures, IIA.1.a, IIA.1.c, IIA.2.b, IIA.2.e, IIA.3.c, IIB.4, IIC.1.b, IIC.2, and IIA.1.c.

A number of standing committees contribute to the ongoing dialog regarding student learning and success. The Program Evaluation Committee (PEC) uses qualitative and quantitative data from program review to share best practices college wide in support of ongoing improvement in processes and student learning. The Institutional Effectiveness Committee (IEC) engages in and fosters discussion about student success and institutional effectiveness. Several Academic Senate committees, including the Committee on Teaching and Learning and the Faculty Professional

Development Committee, focus on improving the learning assessment process and on teaching and learning in general.

Involvement in wider statewide efforts also contribute to ongoing improvement in learning assessment processes. For example, SBCC is one of nine pilot colleges in the statewide Multiple Measures Assessment Project (MMAP), aimed at improving the accuracy of placement of incoming students through the increased use of high school performance and other measures in addition to the traditional assessment test. This project has fostered robust dialog in the Assessment Committee about learning and placement assessment, and how best to improve these processes.

### *Dialog in Professional Development Processes*

Professional development is essential for the success of the many activities and plans targeting improvements in student learning. The College's commitment to dialog about and improvement in professional development is evident through two main processes.

- Faculty professional development is based on the principle of improving student learning, and as such naturally involves ongoing dialog and self-reflection. The Faculty Professional Development Policy BP/AP 4560 requires all full-time contract faculty to participate in 30 hours of approved professional development activities each semester, including two mandatory in-service days prior to the start of the fall and spring terms.<sup>63</sup> Adjunct faculty members are required to complete professional development hours in proportion to their teaching assignments, and they are encouraged to use a portion of their required hours to participate in department meetings, where SLOs, program review, curriculum, and pedagogical items are discussed. The organization of the faculty professional development program is documented on the website at [www.sbcc.edu/facultydevelopment](http://www.sbcc.edu/facultydevelopment).<sup>64</sup>
- To support greater dialog about professional development and how to maximize its usefulness, the College Planning Council approved the creation of the Professional Development Advisory Committee in fall 2015.<sup>65</sup> The committee's responsibilities include an annual survey and analysis of the College's most critical staff, student, and instructional improvement needs, and the creation and annual updating of the Professional Development Plan, ensuring its alignment with the *Educational Master Plan*, and collaborating with the Academic Senate's Faculty Professional Development Committee. These activities are further evidence of the ongoing dialog within the College on improvement.

### **Self Evaluation**

The College meets the standard. Santa Barbara City College maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional

<sup>63</sup> BP/AP 4560 Faculty Professional Development is currently under revision, to be completed in 2015

<sup>64</sup> [Faculty Professional Development website screenshot](#)

<sup>65</sup> [CPC minutes October 21, 2014](#) (item 3.3)

processes. Open and frank discussion about improvement is a fundamental part of the culture of the College, as evidenced by the discussions about improvement in planning and governance, student learning and learning assessment procedures, and professional development.

## Actionable Improvement Plan

None

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### STANDARD IB.2

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

STANDARD I

### Descriptive Summary

In past years, college goals were advanced through a series of three-year College Plans, the most recent of which covered the periods 2008-11 and 2011-14.<sup>66, 67</sup> These plans contained detailed numeric objectives related to student learning, achievement, and development, as well as objectives relating to community outreach, governance, fiscal management, and facilities. The plans were connected to unit-level goals and objectives through the program review process, and progress was regularly evaluated.

Although this planning process served the College well, continuous reflective dialog about improvement and the need for deeper integration of planning processes brought about the transition to the *Educational Master Plan*, approved in 2014. The *Educational Master Plan* is the direct expression of the mission statement as a planning document, the primary embodiment of institutional goals, and the guiding framework for evaluating progress toward the goals.

The *Educational Master Plan* defines a set of four Strategic Directions, each of which has a clear set of Strategic Goals. These terms are defined as follows:

<sup>66</sup> [College Plan 2008-2011](#)

<sup>67</sup> [College Plan 2011-2014](#)

- **Strategic Direction:** An essential line of significant progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions to realize its mission more fully.
- **Strategic Goal:** A major aspiration that the institution intends to realize under a linked Strategic Direction.

In terms of measurable objectives, each Strategic Goal has a set of measures of progress that are used to determine the degree to which the goal is being achieved. These measures of progress include, but are not limited to, the metrics in the Student Success Scorecard defined by the California Community Colleges Chancellor's Office and the Institution-Set Standards described by the ACCJC. The *Educational Master Plan* is the highest-level statement of the institution's goals, which are by design consistent with its mission and purpose.

The *Educational Master Plan* also defines the annual cycle of evaluation of progress toward each Strategic Goal and specifies the groups and individual positions responsible for reporting on progress. For example, the Academic Senate is responsible for updates on Strategic Goals 1 through 6, which focus on fostering student success through exceptional programs and services. The Senior Director of Facilities Planning is responsible for updates on progress toward the Strategic Goal of modernizing the College's facilities to effectively support teaching and learning. This process ensures that institutional members understand the goals and are working collaboratively toward their achievement. The Institutional Effectiveness Committee is responsible for coordinating these evaluations, communicating the results through governance and other organizational groups, fostering additional dialog about the results, and ultimately bringing recommendations for improvements to the College Planning Council for further discussion and action.

The *Educational Master Plan* also defines the regular cycle of evaluation and improvement in the plan itself. Defining this cycle within the plan ensures that the plan stays current, and the cycle helps maintain the level of awareness of the plan across the institution, including the Strategic Directions and Strategic Goals it embodies. The *District Technology Plan*, *Distance Education Plan*, and *Facilities Master Plan* are all explicitly linked to the *Educational Master Plan*.

Whereas the *Educational Master Plan* defines the high-level institutional goals, the primary linkage between these goals and program-level activities and plans is embodied in the program review process. Program review is the main vehicle for the integration of unit-level planning with institution-level planning; it is the means by which the institutional goals are operationalized. Each program review unit is required to link one or more of its goals to one or more of the institutional-level goals. Faculty and staff in each unit meet annually in the early fall to review data and update goals and objectives, which are linked to the *Educational Master Plan*. Resource requests within each program review must be tied to specific goals and objectives. The *Program Review User Guide* provides users with instructions and the timeline for completing their submissions. A complete description of the program review process is described in the section titled Core Planning Structures.<sup>68</sup>

<sup>68</sup> [Program Review User Guide 2014-2015](#)

The institution sets goals for minimum standards of student outcomes and achievement through its Institution-Set Standards.<sup>69</sup> These standards are derived through analysis of data by the Office of Institutional Assessment, Research, and Planning, and by the Institutional Effectiveness Committee, and discussed through shared governance. The College Planning Council adopted the most recently developed Institution-Set Standards on April 21, 2015.<sup>70</sup>

Beginning in 2015, the institution also sets aspirational goals in the areas of accreditation status, fiscal performance, and student performance and outcomes through the California Community Colleges Chancellor's Office Institutional Effectiveness framework. Through a similar process of data analysis and discussion through shared governance, these institutional effectiveness goals<sup>71</sup> were adopted and publicly posted<sup>72</sup> in June, 2015.

### Self Evaluation

The College meets the standard. Institutional goals are stated in the *Educational Master Plan*. Measures of progress are defined for each of the goals, as well as the parties responsible for monitoring and reporting on progress toward the goals. Evaluation of progress is widely discussed, and institutional members understand the goals and work collaboratively toward their achievement. Both minimum standards and aspirational goals are discussed, established, and evaluated. Program review provides the linkage between these institutional goals and program-level activities and plans, and acts as the mechanism for the integration of unit-level planning with institution-level planning.

### Actionable Improvement Plan

None

## STANDARD IB.3

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

<sup>69</sup> [Institution-Set Standards April 2015](#)

<sup>70</sup> [CPC Agenda April 21, 2015](#) (agenda item 5.1)

<sup>71</sup> [Institutional Effectiveness IEPI goals](#)

<sup>72</sup> [California Community Colleges Chancellor's Office IE Portal](#)

## Descriptive Summary

The SBCC Integrated Planning diagram shown in Standard IA.4 represents the systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The cycle is framed by the mission and core principles, which are voiced through the participatory governance process involving faculty, staff, students, management, and the Board of Trustees. The mission and core principles drive the *Educational Master Plan*, which in turn informs the *Facilities Master Plan*, *District Technology Plan*, and the *Distance Education Plan*. These strategic plans guide academic, student services, and operational programs, which in turn support the institution’s highest purpose as articulated in the mission and core principles.

As shown in the diagram, strategic plans are regularly evaluated and improved, and programs are regularly assessed through program review, as is the program review process itself. The entire Integrated Planning process is regularly evaluated for improvement. Decisions made at various levels throughout the College are based on the results of all these evaluations, and on the qualitative and quantitative data involved. The connection among these elements is the essence of SBCC’s integrated planning process.

Regular evaluation of the five main components of SBCC’s Integrated Planning process is discussed below.

### *Mission and Core Principles*

The mission and core principles are to be reviewed every three years. The process of revision is broad-based and involves all appropriate governance groups to ensure that the revision reflects thorough dialog and a collective voice. Note: The College has an Actionable Improvement Plan to integrate the mission statement review cycle into the *Educational Master Plan*; see Standard IA.3.

### *Strategic Plans*

Progress on the goals in the *Educational Master Plan* is evaluated annually. The plan itself is re-evaluated annually, as called for in the plan.

The *Distance Education Plan* states “Review of the progress toward the goals of the *Distance Education Plan* will be performed on an ongoing basis, and no less than once a year, by the Dean responsible for distance education in consultation with the Committee on Online Instruction, Institutional Research, and Information Technology.”<sup>73</sup>

The *District Technology Plan* states, under the heading “Plan Evaluation and Improvement Cycle” that:

*This plan provides tactical objectives to the strategic goals defined in the Educational Master Plan. The District Technology Committee will review the progress of this plan annually with a written summary of progress to be reviewed in the Fall semester of each year. As part of the fall review the committee will update the plan, mark objectives already accomplished, updating objectives still in progress, and adding new objectives as required. This plan does not have an end date like*

<sup>73</sup> [Distance Education Plan](#) 2014 (page 5)

*previous plans because the intent is to continually update this document on an annual basis. The strategic goals will be updated consistent with any changes made to the Educational Master Plan.*<sup>74</sup>

The *Facilities Master Plan* is in the process of development, with its initial stage being creation of the *Program Location and Land Use Master Plan*, which will inform the *Facilities Master Plan*. The *Facilities Master Plan* will be regularly reviewed and updated to reflect the changing needs of the College.

### **Governance**

Governance structures and processes are evaluated in two integrated cycles:

1. Every other year, the Survey of Governance is administered, and the results are reviewed and discussed with each governance group. Improvements arising from these discussions are implemented and subsequently reviewed in the next survey. This is an example of the use of qualitative data in the evaluation cycle.
2. Annually, the *Resource Guide to Governance and Decision-Making* is reviewed and updated to ensure that the documentation is correct.

### **Programs**

Program review is the central process in the evaluation of programs. The program review process allows all departments, programs, and areas of the College to evaluate and improve how successfully they are fulfilling the College's mission and core principles and to connect their planning to the College's Strategic Directions and Goals. At the same time, program review allows individual departments, programs, and areas of the College to contribute new ideas to the four major planning documents (*Educational Master Plan*, *Facilities Master Plan*, *Distance Education Master Plan*, *District Technology Plan*) through input from the Program Evaluation Committee (PEC). This committee, with College-wide representation, analyzes and reports on the operational, instructional, and faculty-led student services program review. (For more details about PEC, see the Core Planning Structures section of this document.)

In addition to the qualitative data represented by the written narratives in program reviews, a great deal of quantitative data is referenced and analyzed, especially in the area of instructional program reviews. Quantitative data covers a period of at least three years, and includes student demographics, successful course completion rates, retention, program awards, and faculty load. Data is disaggregated by ethnicity, age, and gender.

### **Evaluation Processes**

The review of the College's evaluation mechanisms is inherent and reflected in the evaluation of the components of the Integrated Planning Cycle. During the review of the mission statement and core principles, program review, and the review of the *Educational Master Plan*, the College evaluates the effectiveness of these mechanisms and makes improvements as needed.

<sup>74</sup> [District Technology Plan 2014-2017](#) page 2

## Self Evaluation

The College meets the standard. Santa Barbara City College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The College's Integrated Planning cycle maps out the evaluation of the mission, strategic plans, program review, and governance processes.

## Actionable Improvement Plan

None

### STANDARD IB.4

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

## Descriptive Summary

The program review process is the primary mechanism by which the *Educational Master Plan* is put into operation. It is the vehicle for unit-level planning, through which goals are stated and linkages made to higher-level strategic goals and strategic directions stated in the *Educational Master Plan*, which in turn expresses the mission and core principles of the institution. Program review and the subsequent ranking of resource requests, as a college-wide activity involving faculty, staff, and administrators, is the embodiment of broad-based planning. The program review process provides ample opportunities for input by all constituents including the Academic Senate and its subcommittees (especially Planning and Resources and the Instructional Technology Committee), the District Technology Committee, and the President's Cabinet. These discussions culminate in recommendations brought to the College Planning Council (CPC), which then makes final recommendations for resource requests. CPC itself is a centrally important organization with distributed representation and provides an opportunity for broad-based input into planning processes.

For a more detailed description of the program review process, please see Core Planning Structures.



The Program Evaluation Committee (PEC), with broad representation from faculty, staff, classified, and administration, is another example of college wide input into planning. PEC plays an important role in the College's overall planning processes, through its focus on improvement in program effectiveness and in the program review process itself.<sup>75</sup>

Evidence of the improvements in institutional effectiveness resulting from these planning processes is shown in the evaluations of goals and objectives defined by those plans, and in feedback from participants in the processes themselves. In the case of the program review planning and resource allocation process, responses to the program review item soliciting comments on the process, and discussions in the College Planning Council and other committee meetings, clearly indicate that the process becomes more efficient and effective with each yearly cycle. The *Educational Master Plan* development process was a very successful demonstration of broad-based input resulting in a meaningful and manageable plan, and an improvement over the previous cycle of College Plans. The new *District Technology Plan* is integrated with the *Educational Master Plan*, an improvement over prior plans that had measurable goals and objectives but were not necessarily integrated with other planning and resource allocation efforts. In terms of facilities planning, the current *Program Location and Land Use Master Plan* (PLLUMP) process has solicited and received broad-based input, and is aimed at improving institutional effectiveness through better alignment of programs and locations, along with efficient use of land and other College resources. Improvements in institutional effectiveness in areas of student learning are demonstrated by upward trends on measures of student outcomes, as shown by the examples below, and further documented in the *2013-14 Institutional Effectiveness Report*:<sup>76</sup>

- The overall successful course completion rate increased from 72% in fall 2009 to 74% in fall 2013. (The fall 2013 statewide rate was 69%.)
- The successful course completion rate for basic skills courses increased from 66% in fall 2009 to 67% in fall 2013. (The fall 2013 statewide rate was 63%.)
- The successful course completion rate for online courses increased from 64% in fall 2009 to 67% in fall 2013. (The statewide rate was 50%.)
- The percentage of students on academic probation or disqualification in the fall semester who returned to good standing in the subsequent spring semester increased from 23.1% for the 2009-10 academic year compared to 27.7% in the 2013-14 academic year.

## Self Evaluation

The College meets the standard. The Santa Barbara City College planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The institutionalization of the program review process ensures that each academic department or administrative unit has a voice in

<sup>75</sup> [Program Evaluation Committee \(PEC\) membership and charter](#)

<sup>76</sup> [Institutional Effectiveness Report 2013-14](#)

requesting the resources that each needs in aligning with the mission statement of SBCC. Besides program review, all other major planning processes have broad-based input. Resources are intelligently allocated, and the planning and resource allocation process leads to improvement of institutional effectiveness, as evidenced by feedback from participating constituents and in the evaluations of goals and objectives defined by the plans.

## Actionable Improvement Plan

None

### STANDARD IB.5

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

## Descriptive Summary

The College uses the following assessment results to stimulate dialog about improvement and communicate matters of quality assurance to internal and external constituencies:

### *Chancellor's Office Scorecard*

The California Community Colleges Chancellor's Office Student Success Scorecard ([scorecard.cccco.edu](http://scorecard.cccco.edu)) provides measures of the College's current and historical performance on a set of key indicators, including transfer, success, and retention rates. It also contains considerable demographic information that is useful for Santa Barbara City College students, faculty, and staff. The Scorecard is reviewed annually by the Board of Trustees and frequently used as the basis for discussion of student learning and achievement in committees, especially the Institutional Effectiveness Committee. It is also reviewed during planning processes such as development and implementation of the *Student Equity Plan* and the *Student Success and Support Plan*.

### *SBCC Internal Scorecard*

Patterned after the California Community Colleges Chancellor's Office Scorecard, the SBCC Internal Scorecard contains the same student outcome and achievement metrics (progress through basic skills/remedial courses, persistence, achievement of 30 units, achievement of degree/transfer, and CTE completion) but in addition allows users to select different populations within the College for further analysis. Data can be disaggregated by age, gender, ethnicity, and residency. The SBCC Local Scorecard was created in response to a request from the Board of Trustees as a tool to further explore disaggregated student equity and outcome data.<sup>77</sup>

<sup>77</sup> [SBCC Local Scorecard Tableau Sample](#)

### ***Program Review Data***

Each instructional department is provided a wide spectrum of statistics on which to draw as part of the annual program review process. Both current and longitudinal data are provided. Statistics include successful course completion by department and by course, program awards, Full-Time Equivalent Students (FTES), Teacher Load Units (TLUS), and Faculty Load. Student outcome and achievement statistics are disaggregated by ethnicity, age, and gender. Those completing program review are required to analyze the data, report on trends, and provide plans for responding to those trends.<sup>78</sup>

### ***Annual Institutional Effectiveness Report***

This report is a comprehensive collection of data and analysis covering student performance and outcomes. The report is posted on the College website, discussed annually at CPC, and reviewed and discussed by other college governance bodies.

Documented assessment results generated during the Student Learning Outcomes assessment cycle stimulate robust and collegial dialog through which matters of quality assurance in teaching and learning are communicated.

The annual *Reflections on SBCC* survey is an assessment instrument sent to all employees of the College which asks for feedback on the College's planning and budgeting processes, governance, adequacy of resources, and other areas of interest. The results are shared and discussed with each governance group, which generates dialog about quality assurance.

Other methods of gathering assessment results and communicating matters of quality assurance include the biannual *Governance Survey*, and the *Student Experiences Survey* administered every three years.

### **Self Evaluation**

The College meets the standard. Santa Barbara City College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The Board of Trustees and other college committees, most notably the Institutional Effectiveness Committee, review the Chancellor's Office Scorecard regularly. Other internal assessments produce results that are broadly communicated, including the annual *Institutional Effectiveness Report* and results of major surveys. With the goal of improving student learning, the College is constantly assessing the efficacy of its planning and governance processes and the effectiveness of new and ongoing educational programs and services.

### **Actionable Improvement Plan**

None

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<sup>78</sup> [Sample Program Review data in Tableau](#)

## STANDARD IB.6

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### Descriptive Summary

The College regularly and systematically reviews all parts of its governance, planning, and resource allocation process. Conceptually, the Integrated Planning Diagram shown in Standard IA.4 describes the cycle. Operationally, the College's Assessment Calendar drives the timing of the cycle of various assessments of each element, as shown in the table below. A more detailed table showing the actual semesters in which these events occurred or are planned is provided as evidence.<sup>79</sup>

<b>Santa Barbara City College Institutional Assessment Calendar</b>	
<b>Assessment Cycle</b>	<b>Frequency</b>
Accreditation Cycle	Every 6 years
Mission Statement Review	Every 3 years (see the Actionable Improvement Plan for Standard IA.3)
Program Review: goal setting, progress assessment, and resource requests by all academic and administrative units	Statement of goals and objectives every 3 years, with an annual review of progress and prioritization of resource requests tied to goals and objectives
Program Review: assessment of the process	Annual
Educational Master Plan (EMP) Progress Assessment	3-year College Plans through 2014, then annually beginning Spring 2015
Institutional Effectiveness Report	Annual
Survey of Leadership and Governance	Every 2 years
SBCC Resource Guide to Governance and Decision-Making	Annual
Reflections on SBCC Survey	Annual
Student Experience Survey	Every 3 years

<sup>79</sup> [Institutional Assessment Calendar full detail](#)

### ***Reviews of Governance and the Planning Cycle***

The College’s mission statement was substantially revised in spring 2008, and was scheduled for another revision in 2011, coinciding with the beginning of the next 3-year cycle of the *College Plan*. However, changes in college leadership interrupted this cycle, and the next review and revision of the mission statement began in fall 2012 and was finalized in spring 2013. Recognizing the need for the re-establishment of a regular cycle of review, the College has created an Actionable Improvement Plan to incorporate and codify this cycle in the *Educational Master Plan* (see Standard IA.3). A three-year review cycle is planned.

In 2014, the College transitioned from a three-year *College Plan* cycle to a single *Educational Master Plan*. In order to remain responsive to change, both internal and external, the *Educational Master Plan* itself is evaluated annually, as documented in Section 5 of the plan.

The *Resource Guide to Governance and Decision-Making* is reviewed annually for accuracy. In addition, the *Survey of Leadership and Governance* of all employees is conducted biannually, and the results discussed with each of the College’s governance bodies in sessions facilitated by the Office of Institutional Assessment, Research, and Planning.

### ***Reviews of the Resource Allocation Process***

At the end of each annual program review cycle, the program review process itself is evaluated, as is the associated resource allocation process. The program review website templates are typically modified each year in response to recommendations for improvements. The process of ranking resource requests is also improved each year, the changes usually being simplifications that save time. The *Program Review User Guide* and Timeline is also updated each year.

The Program Evaluation Committee (PEC) recently reviewed and revised the academic procedures covering program review, improved the cycle of in-depth reading of program reviews, and has engaged in deep discussion about improvements in the program review process, including the development of a rubric for the evaluation of the program review submissions themselves. The PEC Annual Report 2014-15 was reviewed at the May 19, 2015 meeting of the College Planning Council.<sup>80</sup>

## **Self Evaluation**

The College meets the standard. Santa Barbara City College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The College has used its governance structure to discuss issues, analyze data, and review existing policies and procedures as a way to meet existing needs as well as improve the programs and services that are the responsibility of staff, faculty, and administrators.

## **Actionable Improvement Plan**

None

<sup>80</sup> [PEC Annual Report 2014-15](#)

## STANDARD IB.7

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### Descriptive Summary

The College continually assesses its evaluation mechanisms and makes improvements in their effectiveness.

#### *Systematic Evaluation of Program Review*

The creation of the Program Evaluation Committee (PEC) in fall 2014 was a significant event in the evolution of the College's program review process and the dialog on constantly improving its effectiveness. PEC was created after recognition that while there were many standing committees responsible for analyzing various components of program review, there was no college wide committee that focused solely on program review and could take a more cohesive, universal approach to how these processes are conducted. To address this need, PEC was established with a two-fold mission to (1) strengthen and improve the process of evaluating the effectiveness of a program, and (2) strengthen and improve the program review process itself. One of the overall goals of PEC is to maintain an effective balance of emphasis on the evaluation of the effectiveness of programs, with appropriate attention to linking resource requests to the goals and measurable objectives of the unit. One early accomplishment of PEC was to align the processes used by instructional units and administrative units into one.

One of PEC's first actions was review, revision, and consolidation of the three academic procedures describing the program review process:

1. AP 3255A Instructional Program Review
2. AP 3255B Faculty-Led Student Services Program Review
3. AP 3255C Operational Program Review

PEC also developed a rubric and feedback form to establish standards for program review writing to ensure the quality of the submissions. In addition, PEC reviewed the use of data in program review and is in the process of developing recommendations for improved communication of data during the process.

Because the program evaluation and program review processes are concerned directly with the effectiveness of instructional programs and student services, improvements made in those processes affect improvements in programs and services.

Prior to the creation of the Program Evaluation Committee, the College’s program review processes underwent annual review and revision based on feedback from the Planning and Resources Committee and the Instructional Technologies Committee, which in turn reflect feedback from their constituents. The College Planning Council devotes significant time to the discussion of improvements in the program review process. The program review template itself contains a section titled “Recommendations for Improving the Effectiveness of the Program Review Procedure.”

As an example of the outcome of this dialog, two improvements were implemented in the 2014-15 process:

1. Strategic directions and goals are linked directly to the more comprehensive *Educational Master Plan*, rather than the *College Plan*, as approved in spring 2014.
2. The resource request process has been reviewed and modified in order to more clearly delineate the process, timelines, and parties responsible. The 2014-15 *Program Review User Guide* reflects these changes.

### ***Systematic Evaluation of the Educational Master Plan***

In response to recognition that plans are dynamic and are more effective when reviewed and assessed frequently, the College moved from a three-year College Plan cycle to an annual *Educational Master Plan* evaluation in order to more fully integrate the evaluation into program review and other assessment processes.

### ***The Institutional Effectiveness Committee***

In fall 2014, the College created the Institutional Effectiveness Committee (IEC) to act as a focal point for analysis and discussion of student outcome and achievement data, to make recommendations to the College Planning Council based on these analyses, provide input into the prioritization of research projects, and foster institution wide dialog and ongoing assessment of the institution’s effectiveness in supporting student learning. The IEC also assesses progress made toward the goals in the *Educational Master Plan* and monitors performance in relation to the College’s institution-set standards. The IEC membership is as follows:

- Sr. Director of Institutional Assessment, Research, and Planning (Chair)
- Faculty: Academic Senate President
- Faculty: Student Success Initiative Representative
- Faculty: Counseling Representative
- Classified Staff: Research and Assessment Analyst
- Classified Staff: 2 additional members
- Management: VP Educational Programs
- Management: Dean of Student Services
- Student Representative

The IEC collects and analyzes data from many sources, including the College’s own student information system and the California Community Colleges Chancellor’s Office Data Mart (datamart.cccco.edu) and Student Success Scorecard (scorecard.cccco.edu), to assess metrics such as successful course completion, retention, persistence, progress through basic skills, degree and transfer attainment, and CTE completion. The results of these assessments, and the IEC’s recommendations, are communicated to the College Planning Council and other campus constituencies.

### **Self Evaluation**

The College meets the standard. Santa Barbara City College assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services. The Program Evaluation Committee and Institutional Effectiveness Committee are two examples of the institutionalization of the regular assessment process and improvement process. The Integrated Planning Process includes the regular review and improvement of each element of the cycle. The systematic review and modification cycle is very effective in fostering improvement, as evidenced by the improvements made in every aspect of the College’s governance, planning, and resource allocation process.

### **Actionable Improvement Plan**

None

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# Standard II

## STUDENT LEARNING PROGRAMS AND SERVICES



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# Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

## Standard IIA: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

### STANDARD IIA.1

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**STANDARD IIA.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student-learning needs and to assess progress toward achieving stated learning outcomes.**

## Descriptive Summary

Santa Barbara City College is known as an innovator, and the College demonstrates this through development of special programs which are consistently linked to the educational needs of students. California Education Code 66010.4 defines the core mission of California community colleges as transfer education, career technical education, and basic skills.<sup>81</sup> Santa Barbara City College honors that state focus by offering programs and courses that meet these three primary needs, including a comprehensive range of courses and programs across 60 departments. Over 200 majors and programs of study provide students with a breadth and depth of educational opportunities ranging from traditional transfer-preparatory programs to more than twenty career technical programs. Award-winning programs focused around basic skills preparation round out the College's offerings. In its noncredit program, there are courses in ESL, adult high school and GED completion, short-term vocational education, and parent education.<sup>82</sup> The College also offers community service non-state supported personal enrichment courses through its Center for Lifelong Learning.<sup>83</sup>

### *Meeting Varied Educational Needs of Students*

The programs offered are based on fulfilling the mission for California Community Colleges which are aligned with those of the College, the educational preparation and diversity demographics, and local and regional economies.<sup>84, 85</sup> The College draws upon a number of sources of information in determining the programs, courses, and number of class sections it offers to support the varied educational needs of its students. These data include the number of academically underprepared students entering the College each term, student demand for core courses they need to complete their educational objectives, input from members of the career technology education industry advisory committees, along with local, regional and state economic development and job forecast studies, student surveys, community needs assessments, input from area high schools, and feedback from faculty, managers, staff and students as part of the institution's program review process.<sup>86</sup>

<sup>81</sup> [California Ed Code 66010.4](#)

<sup>82</sup> [Noncredit Educational Programs](#)

<sup>83</sup> [Center for Lifelong Learning](#)

<sup>84</sup> [California Ed Code 66010.4](#)

<sup>85</sup> [SBCC Mission](#)

<sup>86</sup> [Institutional Research - Program Review Information](#)

Students may enroll in coursework leading to any of the 85 Associate degrees, 22 Associate of Transfer degrees, and 49 Certificate of Achievement programs. Approximately 90% of the College's transfer preparatory, career technical education, and basic skills courses are offered through the credit program. Transfer programs include Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, ECE, Elementary Teacher Education, English, Geography, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, Studio Arts, and Theatre Arts. Twenty-three career technical education programs span a range of offerings such as Marine Science and a fully online Health Information Technology program. Basic skills courses in math, English, and ESL address the needs of students who assess one or more levels below college in these areas.

The institution makes a concerted effort to keep its curriculum current and responsive to the changing needs and interests of its students as well as to changes in the labor market and in the lower-division requirements established by four-year universities. Decisions on what courses and programs to offer students are guided by:

- Faculty monitoring trends in their disciplines
- Research on the success of students
- Input from career technology education advisory committees
- Information provided to departments from the College's articulation officer on transfer requirements
- Labor market information for career technology programs provided to departments by the staff in the College's Career Center
- State and regional data available from the state of California's Economic Development Department<sup>87</sup>
- The state Chancellor's Office for the California Community College's web-based LaunchBoard Program<sup>88</sup>

Faculty have authority over curriculum development, and new courses are reviewed by the Curriculum Advisory Committee, a committee of the Academic Senate.

There are various initiatives the College has implemented to meet the diverse educational needs of its students.

- Dual Enrollment Program and the Get-Focused-Stay-Focused program,<sup>89, 90</sup> enabling high school students to complete college credit courses while still in high school

<sup>87</sup> [State of CA Employment Development Department](#)

<sup>88</sup> [CTE LaunchBoard - California Student Outcomes Data Tracking](#)

<sup>89</sup> [Dual Enrollment](#)

<sup>90</sup> [Get Focused...Stay Focused!](#)

- Express to Success Program, for students who have developmental levels of basic skills<sup>91</sup>
- Gateway Tutoring program,<sup>92</sup> to help students succeed in gateway courses they need to complete their certificate, degree, and transfer objectives
- Science Technology Engineering Math (STEM) Transfer Program, to support the transfer of students majoring in these fields<sup>93</sup>
- iPath Transfer Success Program for students with the goal of transferring to a four-year university<sup>94</sup>
- Professional Development Center,<sup>95</sup> designed for the local workforce interested in updating their skills
- Career Skills Institute, for adults of all ages in need of acquiring specific competencies and skills needed to re-enter or advance in the workforce<sup>96</sup>

In 2010, the College was designated a Hispanic Serving Institution, and has worked to establish programs that support this growing student population. Since 2010, the College has been awarded three federal grants that are targeted toward underrepresented students, particularly Hispanic students and those who are economically disadvantaged. With the support of these grants, the College has established programs to better meet these students' needs, including the previously mentioned Express to Success Program, the STEM Transfer Program, and the iPath Transfer Success Program.

These programs augment existing foundational efforts to serve a growing demographic based on continuing college research and analysis. U.S Census data show that the Hispanic population is the fastest growing minority group in Santa Barbara County, 43.8% in the most recent census, up from 35% ten years prior and higher than the statewide average of 39.4%. In addition, growth of foreign-born residents has increased among all minorities to 84,825 residents of the county, and 39.9% of families speak a language other than English in their homes. The need for continued education for the adult learner along with English language development for second language learners is closely linked with these learners' local employment opportunities. Another way that the College serves these diverse populations is by offering a wide range of English as Second Language (ESL) classes. ESL learners are served in both credit (939 unduplicated students fall 2013) and noncredit courses (1,298 unduplicated students fall 2013). These 2,237 students made up 9.7% of the total students fall 2013 (23,046), a significant portion of the population.

In order to more fully serve the educational needs of the community's adult population, the College provides state-supported noncredit courses and programs for students needing academic preparation to enter and succeed in the credit program and short-term career development for those wanting to gain entry-level skills to enter or advance in the workforce and/or to continue

<sup>91</sup> [Express to Success Program](#)

<sup>92</sup> [Gateway to Success](#)

<sup>93</sup> [STEM Transfer Program](#)

<sup>94</sup> [iPath Pathways to Success Program](#)

<sup>95</sup> [Professional Development Center](#)

<sup>96</sup> [Career Skills Institute - Concept and Summary](#)

their education in a credit career technical education program. The College offers noncredit courses and programs for the community in the areas of ESL, adult high school/ GED, adult basic education, short-term vocational skills, and parent education. Noncredit classes are offered at the College’s two off-campus locations—the Schott Campus and the Wake Campus—and at other sites located throughout the community.

The College offers courses at various locations in a variety of modalities to meet the scheduling and learner preferences of the diverse population it serves. These include traditional face-to-face classes, open-entry/open-exit, late-start, online, hybrid, learning communities, accelerated, and technology-enhanced courses to meet the ever-changing needs of its students, the community, and the labor market.

### ***Research and Analysis to Identify Needs and Assess Progress***

The College regularly reviews the integrity of its courses and programs by requiring all courses to be updated at least once every five years. Each of its instructional and support services completes the full program review process every three years.<sup>97</sup> External measures, such as the California Community Colleges Student Success Scorecard, also provide valuable information to inform program planning.

In 2013, SBCC students performed above the statewide average on all but one of the California Community Colleges Student Success Scorecard measures. The one measure where the success rates for the College’s students was lower than the state average was the percentage of students enrolled in ESL classes who completed a college-level English course within a six year period. The College approved sabbatical leaves for two of the faculty members in the ESL department to research strategies that may increase the percentage of ESL students who enroll in and successfully complete transfer English courses as well as the other certificate, degree, and transfer courses and programs in which they enroll. The 2013 California Community Colleges Student Success Scorecard measures are shown below.

<b>2013 Student Success Scorecard: SBCC compared to Statewide (2008-09 cohort tracked for 6 years through 2013-14)</b>		
	<b>SBCC</b>	<b>State</b>
Degree/Transfer (Overall)	61.5%	46.8%
Career Technical Education	52.6%	49.9%
Persistence (Overall)	74.2%	71.7%
30 Units (Overall)	72.1%	66.5%
Basic Skills Progression - Math	43.9%	31.0%
Basic Skills Progression - English	51.2%	43.4%
Basic Skills Progression - ESL	16.8%	28.4%

<sup>97</sup> [Institutional Research - Program Review Information](#)

The College has undertaken a number of major initiatives to increase student success rates on each of the Student Success Scorecard measures. Many of these efforts are described in the institution's *Student Success and Support Plan* and in its *Student Equity Plan* and include the following initiatives.<sup>98, 99</sup>

- Implementing the components of the state's *Student Success and Support Plan* which requires nearly all students entering the College to attend orientations, take assessments, and develop educational plans
- Increasing the number of students who participate in the institution's very successful Express to Success Program
- Developing highly structured transfer programs called the Science Technology Engineering and Math (STEM) Transfer Program and the iPATH Transfer Success Program
- Writing three Title V Hispanic Serving Institution grant proposals that have been funded

Each of these grant-funded programs is designed to increase the success rates of all students in general and those of Hispanic and low-income students in particular. The Express to Success Program grant is designed to increase the success rates of students in basic skills programs by allowing them to complete two or more courses in Math or English in an accelerated manner and with extra support, including dedicated counseling and tutoring services for all program participants.<sup>100</sup> Likewise, STEM participants receive specialized counseling support, which aids in developing a streamlined educational plan that ensures timely transfer to a four-year institution. STEM students also participate in research, internships,<sup>101</sup> and professional conferences.<sup>102</sup> The iPath Transfer Success Program has a similar goal of increasing the number and percentage of Hispanic and economically disadvantaged students who transfer to a four-year college or university, but it is not limited to certain majors.<sup>103</sup> The iPath program includes many of the elements proven successful in other model programs such as Express to Success. Dedicated tutoring and specialized counseling services are two of these main features.

As student success is the most important focus for SBCC, all courses are thoroughly evaluated through the curriculum review process. This process is part of the framework of program review so that faculty can examine the challenges that students face and consider ways in which these challenges might be overcome. Research data and faculty dialog are central in the program review process. Departments review student learning outcome data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plans to increase student learning and achievement. For example, the Express to Success Program (ESP) was developed after analysis of the research data that showed too few of the

<sup>98</sup> [Student Success and Support Plan Final 10-15-2014](#)

<sup>99</sup> [Student Equity Plan 2014](#)

<sup>100</sup> [Express to Success Program](#)

<sup>101</sup> [STEM Internships and Scholarships](#)

<sup>102</sup> [STEM Transfer Program](#)

<sup>103</sup> [iPath Pathways to Success Program](#)



students in basic skills classes went on to enroll in and successfully complete the college-level transfer courses in English or math. The decision to increase the number of ESP learning communities was based on the analysis of research data that demonstrated that students participating in this program had significantly higher course completion and course progression rates than those enrolled in comparable courses. Analysis of the data showed that fewer part-time students enrolled in and successfully completed basic skills classes. Based on this information, beginning with the 2015 fall Semester, part-time students will be eligible to take part in ESP.

The Express to Success Program Leadership Team meets once a month to review data on the success rates of students in this program, the results of student surveys and faculty, counselor, and staff suggestions for enhancing the effectiveness of the program. These discussions have resulted in changes in such areas as the scheduling of the ESP learning communities, training of faculty, and adjustments to the student intake and counseling processes.

Based on the analysis of the data that demonstrated a disproportionately low percentage of underrepresented students were majoring in a science, technology, engineering, or math (STEM) field of study and that a relatively low percentage of these students earned a degree and/or transferred in a STEM program within three years from entering the College, the faculty in these departments developed the STEM Transfer Program.<sup>104</sup> This program, which was implemented in fall 2013, is designed to increase the number of underrepresented and low-income students who major in a STEM discipline and provide them with the extra support they need to complete their lower division transfer requirements and then transfer to a four-year university within a three year period.

Analyses of the research data on the percentage of the College's students declaring a goal of transfer showed that while above the state average on measures of transfer preparation and actual transfer, a significant percentage of students in general, and underrepresented students in particular, were not achieving their transfer objectives. The discussions about these data, coupled with what the institution is learning from its Express to Success Program and other student success initiatives, resulted in the development of a successful Title V grant proposal to increase the transfer rates at the College. This new program is called the iPath Transfer Success Program and was implemented in 2014-15.<sup>105</sup>

Data and systematic analysis are of equal importance in career technical programs. For example, the Vocational Nursing program faculty examined data drawn from student testing that revealed too few of their students entered their program with the math skills needed to do basic calculations. The faculty contacted the Math department to see if it would develop a contextual math course for their students to enable them to acquire the basic math skills they need to perform the calculations vocational nurses are expected to do in their jobs. This contextualized math course has proven to be effective in teaching the students the basic math they need to pass their classes and the state licensing exam.<sup>106</sup>

<sup>104</sup> [STEM Transfer Program](#)

<sup>105</sup> [iPath Pathways to Success Program](#)

<sup>106</sup> [Summary of Analyses for VN Math and Reading for PSS](#)

The College regularly evaluates courses delivered through distance education. The percentage of students in Distance Education classes who received a grade of “C” or higher increased from 62.9% in 2008-09 to 67.3% in 2012-13. While the successful course completion rates in online classes continue to be lower than the average for non online classes, the gap in these rates has decreased from 10.8% in 2002-09 (73.7% vs. 62.9%) to 8.5% in 2013-14 (75.8% vs. 67.3%).

As part of its efforts to improve student success rates in online classes, the College’s Faculty Resource Center (FRC) increased the number and types of training workshops it offers for faculty teaching online classes during the 2013-14 academic year and beyond. The College also offered a five-day Distance Education Summer Training Institute during summer 2015 for faculty interested in applying new instructional strategies to the design and delivery of the online classes they teach.<sup>107</sup> The strategies include those that promote student engagement in online classes and successful course completion.

SBCC has a long history of conducting research to determine the educational needs of students and incorporating this information into program planning and evaluation. Data are reported in the College’s Annual Institutional Effectiveness Report on such measures as preparation of entering and continuing students, progression through basic skills courses, and other key outcome measures on course completion, certificate and degree completion, and transfer rates.<sup>108</sup> The *Student College Experiences Survey*, which is conducted every three years, provides additional data for institutional planning.<sup>109</sup> Research data that compared the achievement rates on a variety of outcome measures (e.g., course, certificate, and degree completion rates, transfer rates, progression from basic skills into transfer level courses in English and math) helped guide the development of the College’s 2014-16 *Student Equity Plan*.<sup>110</sup> Proposals selected to be included in this plan were ones that had the greatest potential for closing the achievement gaps among population groups that were documented in the College’s research data. The College’s Office of Institutional Research, Planning, and Assessment will conduct evaluations on the extent to which each of the initiatives in the Student Equity Plan and in the College’s *Student Success and Support Plan* are achieving their intended objectives.<sup>111, 112</sup>

In addition, the College relies on research to assess progress toward achieving Student Learning Outcomes. Data are regularly gathered and analyzed to assess achievement at the course and program level, and Institutional Student Learning Outcomes are assessed through survey instruments. All academic and student support programs have completed each of the eight components of the College’s SLO Implementation Cycle, consisting of a three-year iterative process of data gathering, analysis, reflection, and program improvement. The College is on target for completing the second three-year SLO Implementation Cycle.<sup>113</sup>

<sup>107</sup> [Invitation to Distance Education Summer 2015 Training](#)

<sup>108</sup> [Institutional Effectiveness Report 2012-13](#)

<sup>109</sup> [Spring 2013 Student College Experiences Survey](#)

<sup>110</sup> [Student Equity Plan 2014](#)

<sup>111</sup> [Student Equity Plan 2014](#)

<sup>112</sup> [Student Success and Support Plan Final 10-15-2014](#)

<sup>113</sup> [SLO Implementation Cycle](#)

Faculty are primarily responsible for developing Student Learning Outcomes at the course, program, and institutional level. At the course level, departments have developed their SLOs for each course, and faculty meet to analyze the data and create Course Improvement Plans based on this data. The Institutional SLOs have also been developed by faculty through a series of workshops involving a broad range of faculty representing diverse disciplines. During summer 2014, another series of workshops allowed faculty time to update the Institutional SLOs to reflect changes in emphasis and approach over time. This revised language was again reviewed by the Academic Senate in 2014-15. Beginning in spring 2015, the College has featured one ISLO per semester in order to highlight the ISLOs and more fully integrate them into the campus culture. This is part of multiple efforts to emphasize the importance of all SLOs and to integrate them fully both in the classroom and in various professional development opportunities. The Academic Senate has been a strong leader in these efforts.

SLO data and achievement results are available starting with fall 2007 through the present. The SLO Coordinating Committee analyzes student performance data on acquiring the competencies associated with each of the Institutional Student Learning Outcomes, and Student Learning Outcomes form an important component of the overall student needs assessment process. The full SLO cycle is outlined in greater detail in Standard IIA.1.c.

A number of governance groups are involved in the research and planning process to identify needs and assess progress. The College Planning Council (CPC) assesses the program preview process on a regular basis to ensure that planning is closely aligned with the College's mission and resources required to support the integrity of the programs and services offered.<sup>114</sup> In the 2014 fall semester, the College implemented its new Institutional Effectiveness Committee.<sup>115</sup> The charge of this college wide committee is to review program review reports to determine if the programs are achieving their stated goals and are aligned with the mission of the College. The analyses and recommendations of this committee are submitted to the College Planning Council for its review.<sup>116</sup>

In 2014, the College received funding from the state to develop, implement, and evaluate its *Student Equity Plan* and its *Student Success and Support Plan*.<sup>117, 118</sup> Given the accountability requirements required for each of these plans and other student success initiatives, the Student Equity Committee and the Student Success Support Programs committee recommended to the College Planning Council the creation of a new Director, Institutional Effectiveness and Student Success position.<sup>119</sup> Adding this position in 2015-16 will enhance the College's ability to conduct the research and evaluation studies needed to assess the success of these student success initiatives and identify how they can be more effective in achieving their intended outcomes.

<sup>114</sup> [College Planning Council \(CPC\)](#)

<sup>115</sup> [Institutional Effectiveness Committee \(IEC\)](#)

<sup>116</sup> [College Planning Council \(CPC\)](#)

<sup>117</sup> [Student Equity Plan 2014](#)

<sup>118</sup> [Student Success and Support Plan Final 10-15-2014](#)

<sup>119</sup> [Director, Institutional Effectiveness and Student Success](#)

Another planning effort that supports holistic efforts to improve program delivery and offerings for students is supported by the California state-funded AB 86 grant. This planning grant supports regional consortium to create and implement a plan to improve offerings in five specific areas: basic skills; citizenship and ESL; programs for adults with disabilities; career technical programs; and apprenticeships. The College is currently in the process of conducting a comprehensive needs assessment and gap analysis of the basic education needs of the various segments of the community's adult population. The results of this study, which were completed in April, 2015,<sup>120</sup> contributed to the development of an action plan on how best to meet the educational needs of the adults in the community, including strategies to reach and serve those who may not have availed themselves of the programs and services offered by the College. This study augments the existing methods for identifying the educational needs of students that the noncredit programs are designed to serve. These methods include input from faculty, staff, and community-based organizations on the needs of the students and segments of the adult population they serve.

## Self Evaluation

The College meets the standard. The College's instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The College's instructional programs are aligned with both the mission of the institution and with the California Education Code for community colleges that stipulates the mission of California community colleges is transfer, career technical education, and basic skills instruction.<sup>121</sup> The College offers diverse programs of study and has initiated various new initiatives in order to better address the needs of students. The College's efficacy in these areas is attested to by receipt of more than 15 state and national awards for faculty, program, and college achievements between 2010 and 2014.<sup>122</sup> Key among those are being named the number one community college in the nation by the Aspen Institute in 2013 and being recognized in 2014 by Excelencia in Education for having the nation's top program for increasing achievement for Latino students in the associate degree category.

The College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its local communities. The College relies upon research and analysis to identify student learning needs as part of a larger integrated planning effort. Student Learning Outcomes are regularly reviewed and updated, and the faculty analyze data in order to develop Course Improvement Plans that contribute to continuous improvement of courses in supporting student learning.

## Actionable Improvement Plan

None

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<sup>120</sup> [AB86 Narrative Report 12-11-14 FINAL](#)

<sup>121</sup> [California Ed Code 66010.4](#)

<sup>122</sup> [Awards and Recognitions](#)

**STANDARD IIA.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

## **Descriptive Summary**

The College uses a number of delivery systems and modes of instruction that are designed to be responsive to the diverse learning needs of its students. The College considers delivery systems and modes of instruction to be synonymous terms, but within these broad categories, there are a range of instructional types, including traditional face-to-face, distance education, self-paced courses, short-term and accelerated courses, and experiential courses. Through regular curriculum review and program review processes, the institution ensures that these offerings meet the changing needs of students.

### ***Face-to-Face***

Traditional face-to-face classes are still the most common mode of instruction. SBCC offers face-to-face classes in nearly 200 degree and certificate areas. Instruction occurs on the three campuses, Main, Schott, and Wake, as well as at off-site locations. Face-to-face instruction includes both lecture and lab modes.

### ***Distance Education***

An increasing number of students enroll in online and hybrid courses. To illustrate, in 2014-15, students were able to complete online 50% or more of their course requirements for 75 of the College's degree programs and 17 of its certificate program. Students can take online courses in most fields of study.

- In a typical semester, approximately 400 course sections are offered fully online or in a hybrid format.
- More than 40 departments now offer one or more online or hybrid courses.
- The College offers 10 degrees and 3 certificates which are fully online.
- Approximately 27% of all students take one or more online courses each semester.

### ***Self-Paced Courses***

Self-paced instruction serves the needs of a variety of students who may find it difficult to study either at the specific times or pace of a traditional face-to-face class or with the degree of independence that a distance education class requires. In self-paced courses, students may drop in during open hours and receive one-on-one instruction. Some examples of these self-paced offerings include:

- The School of Modern Languages offers self-paced courses in Spanish, Italian, Japanese, and French.<sup>123</sup>
- The Computer Applications Department provides several self-paced courses in Microsoft Office applications.<sup>124</sup>
- Self-paced courses are offered in Cultural Anthropology.<sup>125</sup>
- Noncredit offers a variety of computer applications courses.<sup>126</sup>
- The noncredit Adult High School and GED programs offer courses at the Wake and Schott Campuses.<sup>127</sup>
- A number of bilingual computer applications courses are offered in a computer lab at the Schott Campus as self-paced programs.<sup>128</sup>

### *Accelerated and Short-Term Courses*

Not all students are able to spend the same amount of time as in traditional courses in order to meet their educational goals. Accelerated course offerings allow students to complete two English or two math courses in one semester, thereby accelerating their progress in completing basic skills requirements, while short courses serve the needs of busy professionals.

- In fall 2014, the Express to Success Program (ESP) offered 21 learning communities. Based on the success rates of the students enrolled in these learning communities, the College plans to increase these offerings.
- The Professional Development Center serves the short-term training needs of businesses and their employees<sup>129</sup>

### *Experiential Courses*

The variety of course delivery systems and instructional modes is rounded out by a range of experiential classes that offer students first-hand experience in their chosen fields of study.

- Work Experiences courses enable students to apply what they are learning in their classes to their jobs.<sup>130</sup>

<sup>123</sup> [School of Modern Languages Courses](#)

<sup>124</sup> [COMP Courses](#)

<sup>125</sup> [Anthropology Courses](#)

<sup>126</sup> [Noncredit Educational Programs - Computer Applications](#)

<sup>127</sup> [Noncredit Educational Programs - Adult High School and GED](#)

<sup>128</sup> [Noncredit Educational Programs - Bilingual Computer Applications](#)

<sup>129</sup> [Professional Development Center](#)

<sup>130</sup> [Work Experience](#)

- The Career Skills Institute, which will be implemented in the fall 2015 semester, is designed to provide students with a goal of career advancement with specific skills needed to enter and/or advance in employment.<sup>131</sup>
- Field-based courses are offered through the geology department (such as trips to Death Valley and the Eastern Sierra Nevada) and political science (the Sacramento Internship Program).<sup>132, 133</sup>
- SBCC's Study Abroad Program offers short-term and semester-length study abroad programs in a wide range of academic disciplines and destinations. A current list of SBCC's study abroad programs is available online.<sup>134</sup>

### *Appropriate Instructional Modes to Meet Student Needs*

SBCC delivers instruction through a variety of modalities to increase access to courses and programs and to maximize student success. Modes of instruction vary depending on the educational needs of the students. For instance, the College's two off-site locations, the Wake and Schott Campuses, as well as the Santa Barbara County Jail, house multi-media learning labs that serve students with varied schedules, educational goals, and learning styles. These learning centers are staffed by an instructor and laboratory teaching assistants in order to deliver individualized lessons and demonstrate the institution's commitment to students who are not yet ready or do not qualify for the credit program. Bilingual instructional staff also provide instruction to underserved students. For many students, these neighborhood labs are their only access to technology.

Through the Program Review process, faculty across the campus engage in dialog and examine courses within their disciplines to determine suitability of offering content in various formats (e.g., face-to-face, online, hybrid, short courses, dual enrollment, learning communities, accelerated courses, work experience, study abroad) in order to meet the needs of target audiences. All course outlines of record are reviewed and updated at least once every five years and more frequently when needed. Through the curriculum review process, the institution determines that the instructional delivery mode fits the objectives and content of the course. Subsequently, through the program review process, all elements of courses are analyzed, including the methods of instruction, and the College regularly reviews data on the effectiveness of various delivery modes.

### **Self Evaluation**

The College meets the standard. The College offers delivery systems and modes of instruction that are compatible with the objectives of its curriculum and appropriate to the current and future needs of its students. It recognizes that continuous, systematic evaluation and refinement will ensure that changing student needs are met. Evaluation of delivery methods has been conducted

<sup>131</sup> [Career Skills Institute - Concept and Summary](#)

<sup>132</sup> [Earth and Planetary Sciences - Field Courses](#)

<sup>133</sup> [Sacramento Internship Program Brochure](#)

<sup>134</sup> [Study Abroad Program](#)

on an ongoing basis as evidenced by data reported in the Annual Institutional Effectiveness Reports, which include successful course completion rates, persistence, and course completion in alternative instruction vs. traditional course formats.<sup>135</sup> This information is examined by faculty as part of the program review process and in standing committees such as the Committee on Online Instruction (COI) and the Academic Senate's Committee on Teaching and Learning (CTL).<sup>136, 137</sup> Beginning in the 2014-15 academic year, the newly created Institutional Effectiveness Committee and the Program Evaluation Committee also review efficacy of delivery systems and modes of instruction.<sup>138, 139</sup> Recommendations for refinements and improvements are made as a result of these reviews and implemented where appropriate.

## Actionable Improvement Plan

None

**STANDARD IIA.1.c. The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

## Descriptive Summary

The College has made the development and implementation of Student Learning Outcomes (SLOs) a central focus of its efforts to promote student learning. In the credit program, SLO implementation has been systematic and has been integrated in every course, program, and more broadly in the institution as a whole. However, the integration of Institutional Student Learning Outcomes (ISLOs) has not been as extensive and so has been a major focus of recent efforts. In noncredit programs, more work needs to be done to implement the same breadth and depth of SLO integration. Faculty have been centrally involved in all SLO processes, and their feedback has led to adjustments and meaningful changes.

### *Development and Assessment of SLOs*

Members of the college community have been engaged in ongoing, self-reflective dialog about using SLOs to improve student learning and achievement. This dialog, which began over a

<sup>135</sup> [Institutional Effectiveness Report 2012-13](#)

<sup>136</sup> [Committee on Online Instruction \(COI\)](#)

<sup>137</sup> [Committee on Teaching and Learning](#)

<sup>138</sup> [Institutional Effectiveness Committee \(IEC\)](#)

<sup>139</sup> [Program Evaluation Committee \(PEC\) \\_ AP 3255\\_ Program Evaluation](#)



decade ago, assures that faculty teaching the same courses have significant discussions about content, teaching methodologies, learning strategies, materials, measures, SLOs, rubrics, standards, and scoring. This ongoing conversation has generated collaborations, changes in approach, and sharing ideas within and across disciplines.

The College follows a regular cycle of SLO development, assessment, and implementation, which is coordinated by the SLO Coordinator, a faculty member who has 100% reassigned time to focus on these efforts, and by the SLO Coordinating Committee, a group composed primarily of faculty members. The main tasks of this committee are to:

- Review the overall SLO process
- Make recommendations to improve the SLO process
- Make recommendations to the Faculty Professional Development Committee for in-service and other workshops and activities that will support work around SLOs
- Assess student ISLO achievement
- Make recommendations to the Institutional Effectiveness Committee on how to best promote student achievement of ISLO competencies
- Develop and implement an ISLO improvement plan

The SLO Coordinator and the SLO Coordinating Committee work closely together to monitor the SLO cycle, as described below.

All credit courses and most noncredit courses have SLOs and all instructional and student support services programs have program SLOs. The College implemented the first cycle of SLO development and data collection in fall 2007. Departments and programs were slated to complete one full cycle within a three-year period. A full SLO cycle includes development or modification of SLOs, data collection, analysis of data, development of improvements based on analysis, and implementation of an improvement plan. All course SLOs are also mapped to program SLOs and institutional SLOs. When a full cycle has been concluded, the cycle begins again with a review of existing SLOs to ensure that they are still relevant and current.

Credit courses have all completed a full SLO cycle, but noncredit courses are in varying stages of SLO development. Noncredit ESL courses all have SLOs, and one cycle of data collection has been completed. GED/AHS faculty have written SLOs and will score them in fall 2015. Short term vocational faculty are still in the process of developing SLOs. All remaining non-credit course SLOs and Course Improvement Plans are scheduled for completion in 2015-16.

Each course and program SLO contributes to the attainment of the competencies that comprise the ISLOs and is mapped to one or more of the College's Institutional SLOs.<sup>140</sup> A more detailed description of the full SLO cycle includes eight primary components.<sup>141</sup>

<sup>140</sup> [SLO Mapping Reports](#)

<sup>141</sup> [SLO Implementation Cycle](#)

1. Write or revise SLOs and identify the measures for assessing their attainment for each course, state-approved certificate and degree, and student services program. Incorporate SLOs in course-of-record outlines, course syllabi, and the college catalog.
2. Map course SLOs to the department's program SLOs (PSLOs) and to the Institutional SLOs (ISLOs). In case of revision, ensure that SLOs are still correctly mapped.
3. Implement SLOs in courses and instructional and student support programs and introduce them to students early in the semester.
4. Collect and report data on student achievement of the SLOs.
5. Review the results on student attainment of the course, program, and institutional SLOs.
6. Develop and implement a Course Improvement Plan (CIP) to improve student learning and achievement.
7. Use the program review process to assess student achievement of each of the program SLOs and on the basis of those results to develop Program Improvement Plans (PIPs).
8. Use the results on student achievement of the ISLOs to develop an institutional improvement plan to increase the progress students make toward acquiring the competencies associated with each of the institutional SLOs.

All departments, programs, and student support services programs are required to complete the full SLO implementation cycle, including all eight steps, at least once every three years. This process ensures the quality and improvement of instructional courses and student support services regardless of type of credit awarded, delivery mode, or location. All academic and student support services have completed each of the eight components of the SLO Implementation Cycle for their courses, state-approved certificates and degrees, and student support programs and are on target for meeting the timeline for repeating the components of the current three-year SLO Implementation Cycle.<sup>142</sup>

Detailed information about SLOs is available on the College's SLO website ([slo.sbccc.edu](http://slo.sbccc.edu)), along with data on student performance on the SLO measures. Course SLOs are listed in the course syllabi and can be accessed through the College's curriculum database.<sup>143</sup> Course SLOs are mapped to Program SLOs (PSLOs) and to the institutional SLOs, both of which are available on the SLO website.

### ***Integration of SLOs into Major College Structures***

The College uses eLumen, a commercial software program, for SLO mapping, recording, and scoring. This software program also allows the institution to document the measures used to

<sup>142</sup> [SLO Implementation Cycle](#)

<sup>143</sup> [CurricUNET](#)

evaluate students' achievement of the SLOs as well as the instructors' comments on the most pressing student learning needs revealed during each particular data-collection cycle.

The relationship between course, program, and Institutional Student Learning Outcomes (ISLOs) is also documented on this site.<sup>144</sup> A valuable feature of eLumen is that it is integrated into CurricUNET (the software system for curriculum), the College's course management system, and the College's Banner student information system database. As a result of the integration of these software systems, faculty are provided with the course SLOs for each of their courses and the student rosters which makes it easy for them to enter the SLO scores for each of their students.

In October, 2014, eLumen provided the College with an updated version of its product that allows it to generate reports on the status of the SLO-related data for their areas and the timelines when they are scheduled to collect course SLO data and to write their course improvement plans. These reports are now provided to department faculty, program managers, department chairs, and staff on a regular basis prior to the start of each term and on an as-needed basis.

### ***Faculty Feedback on SLOs***

Because the process of SLO implementation is cyclical and regularly updated and improved, gathering faculty feedback regarding SLOs has been a critical part of the most recent series of adjustments to the SLO process. A comprehensive college wide satisfaction survey (*Reflections on SBCC 2013*) was conducted in fall 2013 which asked employees to express their level of agreement with the following statement regarding SLOs: "Student learning outcomes (SLOs) contribute to student learning and the fulfillment of our mission."<sup>145</sup> Only 32% of respondents agreed with this statement, indicating that a significant percentage of faculty were no longer finding SLOs to be that useful in helping them promote student attainment of the competencies associated with their individual course and program SLOs, as well as with the ISLOs that relate to their discipline. However, according to the survey, some faculty believed they had made adjustments to their classes and support services based on prior reviews of the student SLO scores, and subsequent iterations of SLO review aimed at developing course improvement plans did introduce new insights for improving the teaching and learning processes.

The results of this survey, coupled with verbal feedback provided by some faculty to the SLO Coordinator, the deans, and Executive Vice President, resulted in a three-day workshop held in January 2014 designed to identify recommendations for making the use of course, program, and institutional SLOs more valuable in helping students acquire needed competencies.

The January 2014 SLO/General Education (GE) Workshop was attended by 41 faculty, student services staff, Faculty Resource Center staff, the SLO Coordinator, and the CEO for eLumens. A portion of this workshop was devoted to examining the College's Institutional SLOs (ISLOs) to see if they needed to be updated. Participants developed a number of recommenda-

<sup>144</sup> [SLO Mapping Reports](#)

<sup>145</sup> [Reflections on SBCC 2013 Survey](#)

tions for enhancing the use of SLOs and ISLOs, including dedicating a portion of faculty in-service days for departments to meet to review student data and forming Faculty Inquiry Groups to develop and field test measures and strategies for promoting and assessing student progress toward one or more of the ISLOs.

As a result, two Faculty Inquiry Groups were formed. The first was led by the chair of the Committee on Teaching and Learning, and this group worked on a survey and course assignments that reinforce ISLOs in class.<sup>146</sup> The results of this initiative were evaluated in June of 2015.

A second, smaller workgroup of faculty was formed to explore how to make ISLOs more visible campus wide. This resulted in producing videos, as well as posters, banners, and other media, to promote the value of ISLOs.<sup>147</sup> In all of these measures, faculty have been directly involved and have led the way in envisioning how SLOs can be more fully integrated in the college community to actively involve students, faculty, and staff.

The *Reflections on SBCC 2014* survey reflects slow but incremental progress of these efforts in improving faculty perceptions about the efficacy of SLOs. In response to the statement “Student learning outcomes (SLOs) contribute to student learning and the fulfillment of our mission,” 34% of respondents agreed in 2014 compared to 32% in 2013. Ongoing efforts will seek to further improve this perception.

### *Analysis of ISLO Data*

In April, 2013, the *Student Experiences Survey* was distributed to students in a sample of classes. The survey contained questions asking students to report on the degree of progress they believed they had made in acquiring the competencies associated with each of the College’s ISLOs.<sup>148</sup> The results of this survey provided baseline data that can be used in subsequent years to help assess the degree to which the College’s strategy to focus on one ISLO each semester is having on increasing the percentage of students who report making progress and achieving the desired competencies associated with each of the ISLOs.

Prior to the 2014-15 academic year, reports on student performance on the ISLO measures were reviewed by the Committee on Teaching and Learning with the intent of making recommendations on the status of student progress toward achieving the ISLO competencies to the Academic Senate. The members of this committee reported to the Academic Senate and the Executive Vice President, Educational Programs that the ISLO data reports on student performance were difficult to interpret and analyze in a meaningful way. This feedback was shared with eLumens which took it into account in developing an updated version of its product that it made available to the College in October, 2014. Feedback from this initial analysis contributed to changes in the SLO reporting mechanism, an example of the role of faculty involvement and the function of dialog in recalibrating processes to better fit users’ needs.

<sup>146</sup> [Faculty Inquiry Group Fall 2014 Final Report](#)

<sup>147</sup> [SBCC Youtube Video](#)

<sup>148</sup> [Spring 2013 Student College Experiences Survey](#)

Beginning with the 2014-15 academic year, the Committee on Teaching and Learning in conjunction with the Faculty Professional Development Committee and the Faculty Resource Center has organized workshops and other methods of disseminating strategies faculty, instructional, and student support staff can use to promote student learning of the ISLO competencies. These workshops will continue in the 2015-16 academic year.

### *Assessing Effectiveness*

The assessment of the effectiveness of these initiatives are based on:

1. The results of faculty surveys on the value they found in meeting at a designated time during fall and spring in-service to focus on their department's SLO work
2. Faculty evaluations of the information they acquired from the workshops they attended
3. The results of the tri-annual *Student Experiences Survey* that will next be administered in spring, 2016 that pertain to progress students have made in achieving each of the ISLOs
4. Faculty responses to the questions on the annual *Reflections on SBCC* survey that ask them to assess the extent to which they find the use of SLOs is helping to promote student progress toward acquiring course and program competencies<sup>149</sup>

The results of these assessments will be used in identifying strategies to promote student achievement of course, program, and institutional SLO objectives.

As the most recent step in this assessment process, in the 2015 spring semester, the data on student performance on each of the ISLOs were provided to the SLO Coordinating Committee for its review and analysis.<sup>150</sup> The results of this analysis was sent to the Committee on Teaching and Learning, the Faculty Professional Development Committee, the Academic Senate, the Deans' Council, and the College's Institutional Effectiveness Committee for their feedback. The SLO Coordinating Committee sent its final report on the results of its analysis of the ISLO data to the Committee on Institutional Effectiveness (CIE). The CIE incorporates this analysis into its annual report to CPC each fall on the progress the College is making toward achieving the goals and objectives in its *Educational Master Plan*.

To ensure that faculty and appropriate staff have time to meet on a scheduled basis to review and discuss their course SLOs, course improvement plans (CIPS), program SLOS (PSLOs), and institutional SLOs (ISLOs), a portion of the fall and spring in-service days are designated for departments to meet to work on SLO-related activities.

In an effort to institutionalize the involvement of all faculty in SLO-related processes, the job descriptions for contract and adjunct faculty were modified in 2009 to specify the requirement to

<sup>149</sup> [Reflections on SBCC 2014 Survey](#) (pages 30-33)

<sup>150</sup> [ISLO Accreditation](#)

participate in SLO-related activities and were incorporated into the faculty job description.<sup>151</sup> Faculty fulfillment of their SLO obligations is also assessed in the faculty evaluation process.<sup>152</sup>

### ***Noncredit Programs***

Noncredit programs became involved in SLO development at a later stage than credit programs. SLOs have been written for all noncredit ESL and GED/AHS courses, but they are still in the process of being written and finalized for noncredit short term vocational programs. In fall 2013, the largest noncredit program, ESL, conducted its first phase of data collection. GED/AHS will do so in fall 2015. Noncredit ESL and other noncredit programs will continue the iterative process of reflecting on results and making changes to courses as needed. One organizational challenge that has somewhat delayed this process is the implementation of the One College Project. One College refers to the complete integration of credit and noncredit programs, which prior to 2013 had been run separately with administrative structures separated both in terms of physical location and leadership. The One College Project involved integrating what was the institution's noncredit program into its Educational Programs Division. A major component of the One College Project is to incorporate the noncredit student, curriculum, finance, and human resources processes into the College's Banner systems. The One College Project was completed in summer 2015.

Prior to knowing what it would require to integrate its noncredit division into the institution's Educational Programs division, the College had planned to complete the SLO Implementation Cycle for all noncredit courses, state approved noncredit programs, and noncredit student support services by the end of the 2014-15 academic year. However, given the challenge of implementing the most complex reorganization in the College's history, it was not feasible to ask the faculty in the credit departments and student support services positions to focus on noncredit SLOs while they were learning about noncredit courses and programs they were now responsible for managing. The College completed the SLO Implementation Cycle for noncredit courses and programs in summer 2015.

### **Self Evaluation**

The College meets the standard. The College identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The College has completed two rounds of its SLO Implementation Cycle for its credit instructional and student support services programs. It assesses student achievement of SLOs and uses assessment results to make improvements. Faculty feedback on the value of SLOs in helping students improve learning has led to changes in the implementation process, including a greater focus on SLOs during in-service days, a number of faculty-led initiatives regarding ISLOs, and multiple workshops to allow faculty and

<sup>151</sup> [Faculty Job Description and Responsibilities](#) (page 2)

<sup>152</sup> [Faculty Evaluation Checklist](#)

staff time to develop recommendations for how to further improve the systems that already exist. Allowing time to continue the necessary dialog, reflection, and assessment of SLO/ISLO data is one ongoing challenge, but the College is committed to providing the support needed to continuously improve its processes.

In contrast to credit programs where the SLO cycle has long been in place, noncredit program faculty have only more recently been trained in SLO implementation. The iterative process was completed in summer 2015. The One College Project slowed progress on carrying out all of the necessary steps as resources have been quite extended.

### **Actionable Improvement Plan**

The College will complete the development and implementation of a plan to increase the value faculty, student support staff, and students assign to the use of SLOs in helping students achieve the course, program and institutional Student Learning Outcomes. This plan will be completed by the end of the 2015-16 academic year and evaluated in the spring 2018 semester.

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## **STANDARD IIA.2**

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

**STANDARD IIA.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Descriptive Summary**

The College has clear processes and procedures for designing and approving courses and programs. The first step in the process begins with a faculty member. When developing a new course, a faculty member initiates discussion with his/her department regarding the course.

While an individual faculty may submit a course proposal, the department chair must review and approve the submission before it may be considered further. Decisions about which courses to add to programs are typically made with the department as a whole. Course submissions then move to the Curriculum Advisory Committee (CAC), a committee of the Academic Senate.

CAC plays the primary role in reviewing all proposals for new credit and noncredit courses and programs, as well as modifications, to ensure that they adhere to state, college, and accreditation standards and requirements. The Curriculum Advisory Committee is chaired by a faculty member and is composed of faculty from each of the College's educational programs divisions. The College's articulation officer, who is also a faculty member, serves as a resource to this committee. The Curriculum Coordinator serves as the secretary for this committee.<sup>153</sup>

The recommendations for new courses and programs and course modifications are submitted to the Board of Trustees for approval and then to the state Chancellor's Office for final approval. The curriculum processes, forms, and approved courses are available online.<sup>154</sup> Instructional departments are responsible for developing new courses and programs and for making modifications to their curriculum. Departments are responsible for submitting curriculum proposals to the CAC and for monitoring their proposals through all stages of the curriculum review and approval process.

The CurricUNET web-based curriculum management system used by the College requires that faculty complete their preliminary course proposals or modifications online via a checklist that ensures completion of each stage and compliance with all requirements. The Curriculum Coordinator staff position, which was created in June 2013, serves as a liaison between faculty and the CAC and between the College and the Chancellor's Office for California Community Colleges to ensure an efficient and effective process for course proposals and modifications.<sup>155</sup>

All career technical programs (CTE) hold at least one advisory committee meeting each academic year which provides useful information about the demand for certain types of courses and programs. These advisory committees are composed of industry representatives, contract and adjunct faculty, and, where appropriate, students. Members guide the development and improvement of courses to respond to market changes and meet new demands.<sup>156</sup> In addition, all new Career and Technology program certificates and degrees must be approved by the South Central Regional Consortium prior to submission to the Chancellor's Office.<sup>157</sup> This state mandated consortium is responsible for verifying the need for the proposed programs and the degree to which programs are designed to meet their stated objectives, and to avoid duplication of programs. This consortium is composed of CTE deans from community colleges located in the South Central Coast region, which includes San Luis Obispo, Santa Barbara, Ventura, and Northern Los Angeles County. Member colleges include Allan Hancock College, Antelope Valley College, College of the Canyons, Cuesta College, Moorpark College, Oxnard College, Santa Barbara City College, and Ventura College.

<sup>153</sup> [Curriculum Committee](#)

<sup>154</sup> [Curriculum Committee\\_Resources](#)

<sup>155</sup> [Curriculum Coordinator Job Description](#)

<sup>156</sup> [CIS Advisory Committee Meeting Minutes 1-15-15](#)

<sup>157</sup> [SCRC Approval Process for Certificates of Achievement \(COA\)](#)



### *Faculty Role*

The College relies primarily on faculty discipline expertise for establishing and maintaining the quality of its courses and programs. The faculty primacy role in curriculum-related matters is codified in the state of California’s Education Code,<sup>158</sup> in Board Policy 4020,<sup>159</sup> and carried out via the Academic Senate and its committees, including the Curriculum Advisory Committee, the Committee on Teaching and Learning, the Instructional Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development committee. Each supports the role of faculty in developing, evaluating, and improving courses and programs.

Program review is another important process whereby faculty members review, evaluate, revise, or eliminate courses. All courses are required to be reviewed and updated at least once every five years. Through the program review process, as described in the Core Planning Structures segment of this document, faculty members working with deans regularly review and evaluate all courses and programs to maintain quality and improve instruction. Department chairs and their area dean meet with the Executive Vice President at least once every two years to review the status of their programs and, where needed, to identify recommendations and strategies to enhance the quality of their course and program offerings.<sup>160</sup>

The Student Learning Outcome (SLO) cycle, described in IIA.1.c. above, has been developed by faculty in collaboration with academic administrators. It serves as the College’s procedure for evaluating student learning. SLOs are established by faculty teaching the courses after extensive dialog. SLOs are reviewed by the department and submitted to the Curriculum Advisory Committee for review as an addendum to the Course Outline of Record. As outlined in IIA.1.c, a regular process of review and evaluation of SLOs takes place.

Another important mechanism for regular evaluation and improvement of instructional programs is the Program Evaluation Committee (PEC). PEC is a college wide committee, co-chaired by the Academic Senate President and one Dean of Educational Programs, that includes representation from all of the College’s participatory governance groups. PEC plays a central role in evaluating programs and helping to establish quality and improvement in instructional programs. Program review contains a wealth of information about how different parts of the College are accomplishing their mission. This information can be distilled into best practices that can be propagated to other parts of the College. To facilitate this process, a group must review all of the program reviews and give feedback to the people who have submitted them. One of PEC’s tasks is the evaluation of each individual program review in order to spread best practices for program evaluation around the campus. PEC also examines each program’s vitality and can advise a struggling program on steps to take to strengthen the program.

PEC does review all program reviews submitted, but due to the volume, does so on a staggered three-year cycle, with one third being reviewed each year. During the review process, PEC can ask to speak to the person responsible for submitting the program review and discuss the

<sup>158</sup> [California Education Code](#)

<sup>159</sup> BP 4020 is Currently under revision, to be completed in 2015.

<sup>160</sup> [SBCC Program and Course Review](#)

department as well as what has been learned from previous reviews. In this way the loop is closed by linking the current evaluation with feedback for how to improve future self evaluations.

In order to facilitate the connection between strategic plans and program level activities, PEC produces a report summarizing the contributions of the program reviews to the College's strategic goals. PEC submits its report synthesizing its analysis to the College Planning Council (CPC), which views the information in light of overall institutional effectiveness. The report is also made available to the campus community.

While PEC includes representatives from all areas of the College, the majority of its members are faculty representatives from the College's 11 instructional and educational support divisions.<sup>161</sup> Through PEC and other existing committee structures, such as the Curriculum Advisory Committee, faculty play a central role in establishing and improving courses and programs.

## Self Evaluation

The College meets the standard. The faculty play a central role in establishing quality and improving instructional courses and programs. This is evident in the development of new courses, where faculty members consult with other department faculty to determine needs and propose new or modified courses. Submissions are reviewed by the faculty-led Curriculum Advisory Committee, and a number of other Academic Senate committees provide further opportunities for faculty to be involved in the improvement of instructional courses and programs. Establishment of the Program Evaluation Committee has created a mechanism for further reflection and analysis on a wider scale, enabling faculty to give each other feedback based on their completed program reviews.

In addition, as described in section A.1.c, faculty have a central role in all aspects of the College's SLO Implementation Cycle and in using the results of the analyses of SLO data in formulating plans to improve student attainment of the competencies associated with each of the SLOs. Faculty comprise the majority of members of the Student Learning Outcomes Committee, which oversees the SLO processes and assessment of the ISLOs, and the Institutional Effectiveness Committee, which analyzes the progress being made toward achieving each of the goals and objectives in the institution's *Educational Master Plan*.<sup>162</sup>

Each of the College's career technical education programs has an advisory committee that meets on an annual basis. These program advisory committees are charged with providing the faculty with feedback on the alignment of the curriculum with the competencies its completers need in the workplace and to make recommendations on how the program could be enhanced. The College is in a constant process of developing, analyzing, assessing, and adapting courses and programs to provide the highest quality possible. Faculty are at the heart of these processes and ensure that courses are current and continuously improved.

<sup>161</sup> [PEC Membership Program Evaluation Committee](#)

<sup>162</sup> [SLO Coordinating Committee](#)

## Actionable Improvement Plan

None

**STANDARD IIA.2.b. The institution relies on faculty expertise and assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.**

### Descriptive Summary

The faculty have the primary role in completing each of the components of the College's SLO Implementation Cycle. A full-time faculty member has 100% reassigned time to serve as the College's SLO Coordinator and the co-director of its Faculty Resource Center. Faculty are responsible for identifying competency levels and measurable Student Learning Outcomes for courses, certificates, and programs. Course SLOs are mapped to Program SLOs to ensure that courses contribute to larger program outcomes. Course SLOs are also mapped to Institutional SLOs (ISLOs), which highlight crucial skills that students will have attained before graduation. ISLOs are aligned with the College's general education outcomes and serve as a measure for assessing student progress toward learning the core competencies they are expected to acquire from completing the institution's general education and major field degree requirements. The SLO Implementation Cycle is described in further detail in the Core Planning Structures portion of this document and in Standard IIA.1.c.

#### *Faculty Oversight*

Faculty oversight guides the different phases of the SLO cycle:

- Faculty in individual departments work together to develop and update SLOs for courses they offer. The initial cycle of CSLO development and data collection began in fall 2007 and was completed in spring 2012. Subsequently the next series of updates and data collection began. At each stage of the process, faculty are integral in reviewing SLO language and ensuring that SLOs are modified as appropriate. This occurs cyclically and is further reinforced when modifying Course Outlines of Record, which require inclusion of current SLOs for approval by the Academic Senate's Curriculum Advisory Committee.
- Program SLOs were initially developed during the 2007-08 academic year and are reviewed by faculty periodically to ensure that no changes are needed. When new course SLOs are created, faculty lead the effort in mapping them to PSLOs.

- Prior to the 2014-15 academic year, the Committee on Teaching and Learning was charged with reviewing ISLO assessment data and making recommendations for improvement to the Academic Senate. In the fall 2014 semester, this responsibility was assumed by the newly formed Student Learning Outcomes Coordinating Committee, nine of the thirteen members of which are faculty.
- The Committee on Teaching and Learning, a committee of the Academic Senate, analyzes ways to improve instructional practices. It is now focusing part of its efforts on overseeing the faculty inquiry groups initiative. The faculty inquiry groups are designed to have small groups of faculty work together to identify, try out, and, if successful, implement strategies to promote student attainment of course, program, and/or one or more of the ISLOs. The committee is charged with providing forums for the members of the faculty inquiry groups to disseminate what they have learned to other faculty.
- The SLO Coordinator, a full-time faculty member, reviews all course and program SLOs developed by departments prior to their being submitted to the Curriculum Advisory Committee for approval. The role of the SLO Coordinator in reviewing SLOs is to determine if they meet the criteria for creating SLOs and are clearly written. If needed, the SLO Coordinator provides the faculty submitting the course and program SLOs with timely feedback and technical assistance for improving the quality of the SLOs. The SLO Coordinator is a member of the SLO Coordinating Committee and the Academic Senate's Faculty Professional Development Committee.
- The Curriculum Advisory Committee approves SLOs submitted for Course Outlines of Record.
- The Planning and Resources Committee, a committee of the Academic Senate which deals with matters of overall planning and resource allocation, oversees review and ranking of resource requests that come forward as a result of SLO assessment and/or program review. The ranking of the resource requests are forwarded to the Academic Senate and then to the College Planning Council for approval.
- The Faculty Professional Development Committee, another committee of the Academic Senate, has put in place requirements for allocating professional development hours for SLO activities.<sup>163</sup> This committee is responsible for identifying and offering workshops for faculty to learn strategies that have been shown to promote student learning and goal achievement.
- The Student Learning Outcomes Coordinating Committee is charged with reviewing all components of the College's SLO processes. The majority of the members of the SLO Coordinating Committee are faculty. One of its charges is to review student performance on ISLOs and to report the results to the Committee on Teaching and Learning and the Faculty Professional Development Committee. These committees identify steps faculty can take to increase student attainment of course, program, and institutional Student Learning Outcomes.

<sup>163</sup> [FPDC Minutes 2105-04-16](#)

- The Institutional Effectiveness Committee reviews the student performance data on the ISLOs and incorporates its findings and recommendations in the report it submits to the College Planning Council on the extent to which the College is meeting the goals and objectives in its *Educational Master Plan*. The Institutional Effectiveness Committee is composed of faculty, managers, and staff.

Processes for reviewing and integrating SLOs in courses and programs have long been in place, and a variety of groups, as listed above, ensure their ongoing development and improvement. The College is on target to complete its second full SLO implementation cycle by the end of the 2014-15 academic year.

Providing additional opportunities to reinforce and reflect on SLOs best supports their continued integration in instructional programs. At the April 9, 2014 Academic Senate meeting, faculty endorsed allocating time during in-service days for departments to review and discuss their course and program SLO data and to use this information to guide the development of their course improvement plans. This recommendation was implemented in fall 2014 and will continue at future faculty in-service days.

### ***Greater Emphasis on ISLOs***

While Institutional Student Learning Outcomes (ISLOs) have also been in place for almost a decade, methods to ensure their attainment had not received the same level of focus as course or program SLOs. Partially in response to this identified need, a workgroup composed of faculty, staff, and administrators met during the 2014 winter intersession to review the College's Institutional Student Learning Outcomes (ISLOs) and to develop recommendations for more fully integrating them into the College. The recommendations of the January 2014 SLO/General Education (GE) Workshop, described in Standard IIA.1.c, were referred to the Academic Senate's Committee for Teaching and Learning (CTL) to review. CTL forwarded a number of recommendations that resulted from the winter 2014 workshop to the Academic Senate to consider at its May 2014 meeting. Recommendations include various ways to ensure broader awareness of and integration of ISLOs in classes as well as the college community as a whole.

### ***Advisory Committees for Career Technical Programs***

Industry advisory groups also provide useful opportunities for reflection on assessing student progress and inform the development of CTE learning outcomes. All 23 Career Technical Educational programs hold at least one advisory committee meeting each academic year to review the current degrees and certificates offered. These committees provide faculty and their dean with an assessment on the degree to which their curriculum is equipping students with the skills and experiences needed to succeed in their industry. The advisory committees make recommendations to the department faculty and dean for program improvement and steps that can be considered to keep the curriculum current with developments taking place in their industries. The advisory committees are composed of industry representatives, contract and adjunct faculty, and, where appropriate, students. New initiatives are discussed, and industry representatives provide

vital input regarding existing program requirements and review suggestions for change.<sup>164</sup> Industry advisory groups not only provide guidance on program content but also on competency outcomes tied to industry standards and expectations.

### *Assessment of Student Progress in Achieving SLOs*

All departments regularly collect and review SLO data in order to inform decision-making about improvements that may be needed. The cycle for assessment of student progress on course SLOs was first implemented in fall 2007 and has since recurred on a regular basis, completing a full cycle for each course at least once every three years. This process begins with collecting data on the previously written SLO, meeting as a department to review the data, and writing Course Improvement Plans (CIPs) to address concerns that the data illustrate. CIPs include the rationale for the change, a timeline for implementation of any action, and the name of the person responsible for follow-up. Upon completion of one full cycle of data collection, analysis, and implementation of a course improvement, the cycle begins again so that assessment of student progress is cyclical, iterative, and focused on measurable improvement.

Similarly, data about achievement of ISLOs is gathered on a regular basis via a college wide survey, conducted most recently in 2013 with the *2013 Spring Student Experiences Survey*. Students report their own assessment of their skill for each of the ISLOs, and this data is analyzed for each group of students organized by the number of units achieved. In this way, progress on ISLOs can be assessed based on the number of units completed to see if ISLO attainment improves as students approach graduation.<sup>165</sup>

### **Self Evaluation**

The College meets the standard. The College relies on faculty expertise and assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, and programs including general and career technical education and degrees. The institution regularly assesses student progress toward achieving those outcomes.

The use of SLOs is incorporated into the College's ongoing planning and evaluation processes. The College is on target to complete its second SLO Implementation Cycle by the end of the 2014-15 academic year. The process has remained faculty-driven and dialog-based, involving all contract and many adjunct faculty in the discussion and development of course, program, and institutional SLOs. All have been collaboratively produced and collectively approved.

In addition, the College is making a concerted effort to identify steps that can be taken to enhance the value and effectiveness of using SLOs to help students acquire course, program, and institutional SLOs. The ISLOs are fully in place and reflect the College's general education, career/technical, and student support services learning outcomes. Their regular assessment is

<sup>164</sup> [CIS Advisory Committee Meeting Minutes 1-15-15](#)

<sup>165</sup> [Spring 2013 Student College Experiences Survey](#)

designed to promote progress toward achieving continuous incremental improvement at the institutional, course, and program levels.

The College uses data in order to evaluate success on a number of student outcome measures. SLO assessment occurs on a regular basis with a routine cycle of data collection, analysis, and improvement. Analysis of data as it relates to student progress informs decision-making regarding programs and initiatives that will enhance student achievement.

## Actionable Improvement Plan

None

**STANDARD IIA.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

## Descriptive Summary

The College's faculty evaluation process and its professional development opportunities both foster high-quality instruction. Faculty collection of Student Learning Outcomes data, development of course and program improvement plans, and their participation in program review processes support appropriate breadth, depth, rigor, sequencing, and synthesis of learning. The California State Legislature's Student Success and Support Program mandate has given the College additional resources that will allow it to improve students' time to completion for all programs.

## High Quality Instruction

### *Faculty Hiring*

High quality instruction first begins with a rigorous hiring process. Central to the hiring process is a careful screening of applicants to ensure that selected candidates not only meet the minimum qualifications necessary for their discipline but also have desirable qualifications that aid their effectiveness as instructors and members of the college community.<sup>166</sup> Examples of some of the desirable qualifications commonly listed on faculty applications include the following:

- Demonstrated experience with development and implementation of Student Learning Outcomes and utilization of results for improvement of student learning.
- Demonstrated experience with using technology and multi-media in delivery of instruction and interaction with students.

<sup>166</sup> [Adjunct Pool - ADN Instructor](#)

- Demonstrated experience with utilization of strategies, techniques, and methods that enhance student learning and success and respond to diverse learning styles and diverse cultural, ethnic, socioeconomic, academic, and disability backgrounds.
- Experience working with students from diverse cultural, ethnic, socioeconomic, academic, and disability backgrounds.

Further details about faculty hiring are outlined in depth in Standard IIIA.1.a of this document.

### ***Faculty Evaluation***

The College supports high-quality instruction through its faculty evaluation processes. Because faculty evaluation committees are composed of fellow faculty members, the evaluation process allows for thoughtful, informed analysis of the instructor’s effectiveness in the classroom. The faculty evaluation process provides assurance that the instructor is meeting the shared standards of effectiveness as defined by AP7150 Faculty Evaluation,<sup>167</sup> and also provides a professional development opportunity for those who evaluate their fellow instructors. In addition, the evaluation of full-time faculty includes a committee member from outside the instructor’s department, which allows for cross-fertilization regarding effective teaching strategies.

Full-time faculty evaluate peers’ performance in the following five areas.<sup>168</sup>

- *Expertise in academic discipline or area of assignment*
- *Teaching effectiveness and/or performance of job*
- *Availability to students and colleagues*
- *Fulfillment of responsibilities to the college community and SBCC’s goals and policies*
- *Professional growth*

For adjunct faculty, the evaluation focuses on the first three areas, as adjunct faculty do not owe service to the College as part of their job description.<sup>169</sup> Faculty are ranked as Satisfactory, Needs Improvement, or Substandard. An important part of the evaluation process is providing feedback about ways in which instructional practices can more effectively meet the needs of students so that the evaluation cycle becomes an opportunity for professional growth and development. This regular evaluation process ensures that all faculty members have regular feedback on their teaching in order to continue to deliver high-quality instruction.

Faculty evaluations also include student surveys. While there are a range of approved client surveys that vary by department and area, virtually all student surveys conclude by asking for the “Overall evaluation of this faculty member.” Aggregated data from the 2013-14 school year, for

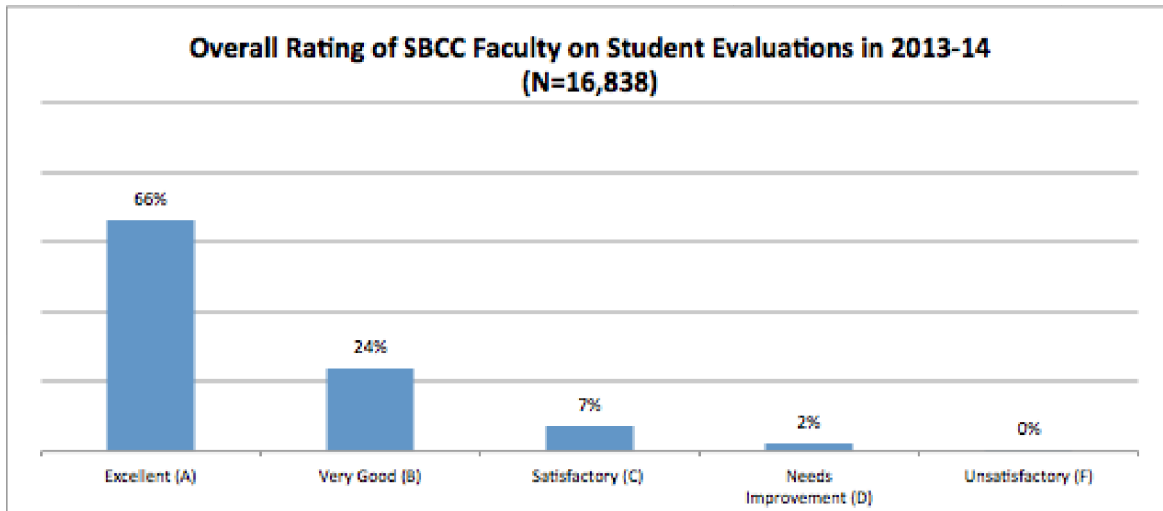
<sup>167</sup> AP 7150 Faculty Evaluation is currently under revision, to be completed in 2015

<sup>168</sup> [Tenured Faculty Evaluation Packet](#) (pages 11 – 12)

<sup>169</sup> [Adjunct Faculty Evaluation Packet](#) (page 2)



a total of 16,838 respondents, rate the instructor as either “Excellent” (66%) or “Very good” (24%), indicating that a great majority of students feel that they are receiving high-quality instruction.



This data is consistent with results from the *Spring 2013 Student College Experiences Survey*. Among students who responded, 95% either strongly agree or agree with the statement that “The quality of instruction in most classes is excellent” and 94% strongly agree or agree that “Faculty are knowledgeable in their field.”<sup>170</sup> This parallels results from the *Reflections on SBCC 2014* survey in which 91% of faculty, staff, and administrator respondents strongly agree or agree that “SBCC offers high quality instructional programs.”<sup>171</sup> Fundamental to maintaining a high quality of instruction is to implement a regular process of feedback and evaluation which provides faculty with guidance on how to improve.

### ***Professional Development***

The College also supports high-quality instruction by providing a range of professional development opportunities on the individual, department, and program level.

Four mandatory in-service days (two in the fall and two in the spring) provide workshops that support faculty collaboration to improve their teaching strategies.<sup>172</sup> The Faculty Resource Center (FRC) is located on the main campus and is staffed by two faculty members and five staff who provide support to faculty in five main areas, as outlined in the FRC’s learning outcomes and summarized below.

<sup>170</sup> [Spring 2013 Student College Experiences Survey](#) (page 48)

<sup>171</sup> [Reflections on SBCC 2014 Survey](#) (page 18)

<sup>172</sup> [All Campus Kickoff, Spring 2015](#)

- Pedagogically-focused training to improve teaching techniques or to make use of technology in any classroom environment
- Consultation and advisement about teaching strategies, technologies selection, and creation of universally-designed course materials
- Development or support of development of instructional materials
- Exploration of new technologies for teaching in the classroom
- Leadership in making recommendations to faculty and the administration about technology initiatives<sup>173</sup>

In addition to one-on-one tutorials, the FRC offers a range of workshops throughout the year based on faculty requests for training in the use of various technologies like Moodle 2 (the College's online course management system) and GoogleDocs to enhance instruction.<sup>174</sup>

Other opportunities for professional development as well as collaborative dialog around teaching and learning are organized by two Academic Senate committees, the Committee on Teaching and Learning and the Faculty Professional Development Committee. These activities are augmented by the Educational Programs' Committee on Online Instruction,<sup>175</sup> and the three committees host guest speakers on effective teaching practices. All three committees allow for further sharing of insights gained by individual instructors' professional development activities with the college community as a whole when representatives from these committees bring ideas back to their departments.

The College also makes travel and conference funds available to support faculty professional development. In regular budget years all departments and programs receive an allotment of travel and conference funds to support faculty attending conferences. Additionally, several grants support student success programs (e.g. the Express to Success Program,<sup>176</sup> the Science, Technology, Engineering, Mathematics Transfer Program,<sup>177</sup> and the iPATH Transfer Success Program) support attendance at relevant conferences.<sup>178</sup>

These grants also support monthly meetings where faculty can discuss improvements to teaching practices in each particular program. The College has a culture of continually striving to improve instruction, sharing insights gained through professional development activities. As one example, attendance at conferences and monthly meetings as part of the Express to Success Program grant has led to faculty introducing growth mindset and habits of mind concepts into their courses, as well as the development of a daily planning calendar with exercises designed to help students analyze how these concepts can improve their learning processes.<sup>179</sup> A workshop on incorporating the growth mindset concepts into classrooms and student support services pro-

<sup>173</sup> [Faculty Resource Center](#)

<sup>174</sup> [Faculty Resource Center](#)

<sup>175</sup> [Committee on Online Instruction \(COI\)](#)

<sup>176</sup> [Express to Success Program](#)

<sup>177</sup> [STEM Transfer Program](#)

<sup>178</sup> [iPath Pathways to Success Program](#)

<sup>179</sup> [ESP Planner Spring 2015 Combined Cover and Planner](#)

grams was offered as one of the 2015 spring faculty in-service day workshops,<sup>180</sup> allowing for the sharing of strategies for improving instruction and learning across the disciplines.

The College further supports high-quality instruction through professional development by funding four full sabbaticals (or up to eight single-semester sabbaticals) each year. The Academic Senate’s Sabbatical Leave Committee works with faculty who apply for sabbaticals in order to ensure that sabbatical leave projects support the improvement of teaching strategies and materials. As explained on the Sabbatical Leave Committee’s website, “Every sabbatical activity should have as its basic element programs that will improve the instructional, counseling, or other educational activity of the College.”<sup>181</sup> Depending on the nature of their sabbaticals, faculty give workshops or presentations to share the work they accomplished while on sabbatical with their departments and/or with the faculty as a whole.

### ***Student Learning Outcomes***

The College’s Student Learning Outcomes process buttresses high-quality instruction. Regular collection of SLO data and the creation of course improvement plans allow departments and programs to participate in a dialog about ways to improve instruction. The course improvement plans are developed by all the faculty members in a given department or program, ensuring that all instructors focus on developing their assignments and/or their instructional methods in order to improve instruction and learning. These processes are described in greater detail in Standard IIA.1.c.

### ***Breadth, Depth, Rigor, Sequencing of Courses, and Synthesis of Learning***

Faculty work to assure appropriate breadth, depth, rigor, and sequencing in the courses and programs they offer through regular review of curriculum at the course level and requirements at the program level. Course Outlines of Record (CORs) are reviewed every five years, a review that is documented in CurricUNET (the College’s software system for curriculum) and as part of the three-year full program review cycle. Any changes to a program’s requirements are also brought to the Curriculum Advisory Committee as part of its Program Modification process.<sup>182</sup>

At the department level, faculty work to ensure that their courses are sequenced: course content in introductory courses provides a foundation that informs subsequent courses, strengthening student learning through repetition of and expansion upon course content. An examination of course Student Learning Outcomes across a department’s sequence of courses reveals this focus.

The preparation for majors in transfer fields is supported by the expertise of faculty who design their department’s courses so that they align with their discipline’s knowledge framework and build upon each other. The Curriculum Advisory Committee (CAC) and the College’s articulation officer review all courses that articulate with the California State University (CSU) and University of California (UC) systems to ensure appropriate breadth, depth, rigor, and

<sup>180</sup> [Spring 2015 All-Campus Kick-OFF](#)

<sup>181</sup> [Sabbatical Leave Policies](#)

<sup>182</sup> [AP 3255 Program Evaluation](#)

sequencing of courses for the associate in arts and the associate in science degrees as well as preparation for transfer in particular majors and areas of emphasis.

Career and Technical Education (CTE) faculty rely on advisory committee guidelines and data regarding local labor market expectations in order to appropriately sequence their courses for a given certificate. This work with advisory committees supports the development and maintenance of CTE programs that exhibit appropriate breadth, depth, rigor, and sequencing of courses in order to prepare students for the workforce.

The emphasis on sequencing of courses—at the course, certificate, and degree levels—supports students’ synthesis of learning within a given discipline or program. Focus on synthesis of learning happens at the program and department level as faculty design and review curriculum. All Course Outlines of Record and programs of study are regularly reviewed by faculty in the given disciplines and approved by the Curriculum Advisory Committee.

In addition, the analysis of student learning outcome data and the development of course and program improvement plans are required elements of program review.<sup>183</sup> The Program Evaluation Committee analyzes these program reviews and synthesizes findings in a report submitted to the College Planning Council every spring. This report feeds into the College’s *Educational Master Plan*, allowing for insights into the practices that support high-quality instruction, which are integrated into future program review cycles.

### ***Time to Completion***

In order to improve students’ time to completion, the College has implemented new requirements regarding educational planning as well as new processes to support students who may be falling behind. Prior to fall 2014, a significant percentage of students with the goal of earning a certificate, completing an associate degree, and/or transferring to a four-year university were able to register for classes without completing an educational plan.

As a result of California’s Student Success and Support Program Act, beginning with the 2014-15 academic year all students with a goal of earning a certificate, degree and/or transfer are required to develop an initial and then a comprehensive student educational plan. The College adopted an electronic educational planning system, DegreeWorks, and an early alert system, GradesFirst, which the College is calling SBCC OnTrack, to assist counselors in monitoring student progress in adhering to completing the courses in their educational plans in the most effective and efficient manner possible. In addition, the College’s Express to Success Program (ESP), its STEM Transfer Program, and its IPath Learning Community Program each require students to sign a contract that includes the requirement that they will take courses in the proper sequence to complete their basic skills and their lower-division transfer requirements in a timely and efficient manner.<sup>184</sup>

<sup>183</sup> [SBCC Program and Course Review](#)

<sup>184</sup> [STEM-STP Student Agreement \(Contract\)](#)

## Self Evaluation

The College meets the standard. The College supports high-quality instruction through its faculty evaluation processes, its professional development opportunities, and its implementation of the Student Learning Outcomes process. The faculty evaluation process allows for regular assessment of instructional quality, pedagogical practices, and student learning.

Faculty remain current in their fields and continue to refine their pedagogy through a variety of individual, departmental, and college wide faculty professional development activities. In addition, career technical education faculty remain current in their fields through maintaining required certifications. The College's Student Learning Outcomes processes support high-quality instruction as faculty collect data regarding student attainment of SLOs, discuss rubrics and other assessment tools, and write course improvement plans.

The College's processes for reviewing its programs and courses support appropriate breadth as well as depth, rigor, sequencing, and synthesis of learning. The Curriculum Advisory Committee adheres to the procedures outlined in the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office to support faculty as they design new courses and programs, modify courses and programs, or simply review/update their Course Outlines of Record every five years.

The College's articulation officer and Transfer Center provide guidance to the academic counselors to help students design educational plans that detail the appropriate courses they need to meet their associate degree and/or transfer goals. Students are required to create an educational plan, and the College has adopted processes that will allow for the tracking of student progress. It is expected that students' time to completion will be improved.

## Actionable Improvement Plan

None

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**STANDARD IIA.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

## Descriptive Summary

Given the California Community Colleges' mission to meet the academic and vocational educational needs of students of all ages and levels of preparation, the College offers noncredit and credit classes in a variety of delivery modes supported by teaching methodologies geared to meet the different skill sets of diverse students.

### ***Delivery Modes***

The College offers courses in face-to-face, hybrid, and online formats. In 2013-14, the College offered over 2000 sections per semester in a face-to-face format and over 120 class sections per semester either totally online or in a hybrid format. As of fall 2014, the College offered two associate degree programs and four certificate programs totally online. Students are able to complete 50% or more of the degree requirements for 75 programs and for 17 active certificate programs offered by the College online.<sup>185</sup> The College also offers open-entry/open-exit courses in a face-to-face format as well as short courses and self-paced courses in both face-to-face and online formats for students who need the greatest possible amount of flexibility.

Drawing upon U.S. Department of Education's Title 5 grant funds, the College has been able to develop several different types of learning community courses. The most long-standing (in their fifth year) are the Express to Success math and English learning communities which offer classes in both immersion and accelerated formats. The College has also developed a new transfer program, iPath, which creates linked general education courses as well as STEM 101, an introductory, interdisciplinary course for students considering majoring in STEM (Science, Technology, Engineering, and Math) fields.

In the noncredit Adult High School/GED and Adult Basic Education (ABE) programs, individualized instruction is offered in an open-learning lab format with a faculty member and teaching assistant available at all times in order to meet the diverse needs of this student population. In addition, GED and noncredit computer skills courses are offered in a bilingual instructional format to meet the learning needs of those whose primary language is Spanish.

Several of the College's career and technical education programs require "clinicals" as part of their program requirements. In these courses, students work with industry professionals to gain applied experience in their fields. For examples, students in the Vocational Nursing Program are placed at local hospitals or other health care facilities and work under the direct supervision of their instructors. These diverse instructional modes allow students to select modalities that most suit their interests and needs.

### ***Teaching Methodologies***

The College has a culture of innovating in support of teaching methodologies to meet the diverse needs and learning styles of its students, as illustrated most recently by being awarded the Aspen Institute's 2013 Aspen Prize for Community College Excellence as well as by the many statewide awards our programs and faculty have received over the years.<sup>186</sup> Faculty employ diverse teaching methodologies ranging from lecture, small-group discussion, panel debates, presentations, project-based learning, field-based learning, problem solving, to service learning and more. Regardless of methodology employed, the foundation of these methodology decisions lies in Institutional Student Learning Outcome 1, which emphasizes critical thinking, problem solving, and creative thinking. In addition, college faculty are generally well-versed in standard

<sup>185</sup> [2014 Substantive Change Proposal - Distance Education](#) (page 3)

<sup>186</sup> [Awards and Recognitions](#)

theories of learning styles and encourage students to be aware of their particular learning styles and the study techniques that will best support their learning.

### ***Shared Dialog and Professional Development***

The focus on providing delivery modes and teaching methodologies that reflect the needs of the students is supported by a robust professional development effort. Two Academic Senate Committees, the Committee on Teaching and Learning (CTL) and the Faculty Professional Development Committee (FPDC), provide forums for faculty to discuss and share ideas about effective teaching methods. For example, the Committee on Teaching and Learning coordinated the work of two Faculty Inquiry Groups: one for fall 2014 with the goal of designing a process to help the campus community make its Institutional Student Learning Outcomes (ISLOs) more visible on campus and one for the 2014-15 school year with a goal of developing course materials to support increased awareness of and competency in the College's ISLOs. CTL offered workshops at fall 2014 and spring 2015 in-service to share the work of these faculty inquiry groups. With a focus on student equity, in 2015-16 CTL will organize Faculty Inquiry Groups in support of teaching methodologies designed to help close the equity gap in student success.

Similarly, the Faculty Professional Development Committee (FPDC) solicits input from faculty in order to identify workshops to be offered at the fall and spring faculty in-service days on teaching methods that faculty can consider incorporating into their courses to meet the diverse needs and learning styles of their students.

The Instructional Technology Committee (ITC) and the Committee for Online Instruction (COI) provide forums for faculty to discuss and share ideas about effective teaching methods and technology-based tools that are available to enhance the learning process. For example, in April 2014 the Committee for Online Instruction sent an email to all faculty with links to three of the presentations that took place during their meetings that showed how faculty are using various technology tools in their classes. The links for the three Best Practice Presentations in COI for the Spring 2014 semester follow: Moodle 2 Transition on 4/11/14;<sup>187</sup> Video Tutorials in a Flipped Classroom on 3/14/14;<sup>188</sup> and Social Media in the Classroom on 2/28/14.<sup>189</sup>

### **Self Evaluation**

The College meets the standard. The College offers a wide range of delivery modes (face-to-face, hybrid, online, open-entry/open-exit, short courses, learning communities and, in noncredit, an open lab format) to meet the diverse learning needs of its students. Several college committees, the Academic Senate's Committee on Teaching and Learning and Faculty Professional Development Committee and the Educational Program's Committee on Online Instruction, focus on ways to improve teaching methodologies to make them more responsive to students' diverse learning styles and needs.

<sup>187</sup> [Moodle 2 Transition 4-11-14 Youtube](#)

<sup>188</sup> [Video Tutorials in a Flipped Classroom 3-14-14 Youtube](#)

<sup>189</sup> [Social Media in the Classroom on 2-28-14 Youtube](#)

Student success data demonstrate that the College's delivery modes and teaching methodologies are meeting the diverse needs and learning styles of its students. For example, data reported in the College's 2013-14 *Institutional Effectiveness Report*<sup>190</sup> show that in fall 2013 the College's students had higher success rates than the state average on each of the following student success outcome measures: successful course completion rates in basic skills courses (66.8% vs. 63.4%), transfer courses (74% versus 70%), credit courses (77.9% vs. 73.8%), and career technical education courses (77.9% vs. 74.2%). In addition, the Chancellor's Office Student Success Scorecard<sup>191</sup> shows that the percentage of the College's students who completed a degree, certificate, or transfer-related outcome within six years of first entering the College was substantially greater than the state average (61.5% vs. 46.8%).

The English and math course completion rates for students in the Express to Success Program (ESP) are consistently higher than those of non-ESP students enrolled in non-ESP English and math courses, illustrating the effectiveness of the learning community delivery method. According to program data,<sup>192</sup> ESP students are completing two levels of accelerated math or English in one semester at a 40% to over 50% higher rate than students taking traditional courses over a two-semester period, with Latino ESP students making the largest gains of all when compared to their peers. Because of the demonstrated success of the program, ESP received the 2012 Chancellor's Award for Best Practices in Student Equity and, in fall 2014, was named the nation's top program in the associate degree category in increasing Latino success in college by Excelencia in Education, a Washington, D.C.-based national non-profit organization whose mission is to accelerate Latino student success in higher education. With varied delivery modes and teaching methodologies, Santa Barbara City College faculty strive to meet the diverse needs of students.

### Actionable Improvement Plan

None

**STANDARD IIA.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### Descriptive Summary

The College evaluates all its courses and programs through its curriculum review processes, the program review process, and the work of the Program Evaluation Committee.

<sup>190</sup> [Institutional Effectiveness Report 2013-2014](#) (pages 16-19)

<sup>191</sup> [Student Success Scorecard Degree-Transfer Outcomes SBCC vs. State](#)

<sup>192</sup> [ESP Fall 2011-Spring 2014 Results](#)



### ***Curriculum Review***

Departments review their course outlines at least once every five years checking for relevance, appropriateness, and currency. The program review template’s section “Programs and Curriculum” specifies that departments should review their courses in terms of three main areas.

- Knowledge requirements
- Skills/competency requirements (courses sequences, pre-requisites, co-requisites and advisories)
- Instructional methods<sup>193</sup>

The Academic Senate’s Curriculum Advisory Committee also requires that faculty update each course outline’s information about recommended texts and sample assignments.

The College’s articulation officer is a member of the Curriculum Advisory Committee and ensures that all transfer-level courses fulfill articulation requirements with the California State University system as well as the University of California system. These requirements also help to ensure the relevance, appropriateness, and currency of all courses.

During the program review process, all departments and programs thoroughly analyze the relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans for their program by describing “the major developments, activities, changes and/or projects in the department/program since the last program review,” including past goals and the strategies used to meet those goals.<sup>194</sup> While resource request templates may be updated annually as part of the program review process, a full program review is completed once every three years so that the institution is able to analyze each program area.

### ***Program Review***

As part of the “Statistical Data Analysis” section of the program review, departments are asked to “Provide a brief description of your department’s/ program’s analysis of the student performance data on course, program and Institutional SLOs (ISLOs)” as well as to “Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.”<sup>195</sup>

The SLO cycle affords the opportunity for departments to examine achievement of Student Learning Outcomes, create course improvement plans, and ensure that course content and program requirements continue to be current, relevant, and appropriate.

<sup>193</sup> [Program Review - Programs and Curriculum](#) (pages 8-9)

<sup>194</sup> [Program Review - Programs and Curriculum](#) (pages 2-4)

<sup>195</sup> [Program Review - Programs and Curriculum](#) (pages 6-7)

### ***Program Evaluation Committee***

In 2013-14 the College created the Program Evaluation Committee (PEC), a college-wide committee that reports to the College Planning Council, in order to allow for an on-going, systematic review of all departments and programs. The committee membership includes faculty, staff, managers, and a student. The committee has two primary goals: first, to analyze the District's programs and administrative units program reviews to help support their efforts to be strong and stable; and second, to cull and synthesize information from all the program reviews in a report to College Planning Council that will be used to review the District's *Educational Master Plan*. PEC is also the body through which recommendations for new program development, program modifications, or program discontinuance are made. PEC assesses program vitality by reviewing both qualitative and quantitative data in program review in order to make recommendations. PEC provides a forum for shared discussion and analysis of a program as a whole, as well as a clear channel through which recommendations for improvement can be made. For a more complete description of PEC, please see the Core Planning Structures section of this document.

### **Self Evaluation**

The College meets the standard. The program review process, which includes a review of curriculum, and the SLO cycle, which includes the creation of course improvement plans, support an on-going, systematic review of the relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans of all courses and programs. Regularly scheduled division and department meetings provide ongoing opportunities to review and evaluate all courses and programs and to plan for new course offerings.

In an effort to provide time when all department faculty are able to meet to review and update their courses and programs, starting in the 2014-15 academic year, a portion of the mandatory faculty in-service days for the fall and spring semesters has been allocated to departments to meet to review their courses, curriculum, and student learning outcome data, to develop their course improvement plans, and to discuss strategies for increasing student learning and success rates.

While these departmental discussions lead to the development of meaningful course improvement plans, most departments do not analyze their achievement of learning outcomes data as effectively as they could. During the Program Evaluation Committee's first year of analyzing program reviews (2014-15), the committee members discovered inconsistent and often superficial discussion of SLO and other student data. The College would be able to evaluate its courses and programs more effectively if faculty were to receive training in how to use this data more effectively.

### **Actionable Improvement Plan**

Based on suggestions from the Program Evaluation Committee during its spring 2015 analysis of program reviews, develop a plan to provide professional development for faculty to use their program review student data more effectively.

**STANDARD IIA.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

## Descriptive Summary

The integrated planning process begins with the Educational Master Plan, which lists the Strategic Direction to “Foster student success through exceptional programs and services” and a related goal to “Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.”<sup>196</sup> The strategic directions and goals are further reflected in the program review process where departments select strategic goals which tie in to the department’s goals. Program review also includes analysis of progress on Student Learning Outcome measures, and departmental faculty analyze SLO data and develop course improvement plans based on these data. The integrated process then comes full circle when program reviews are read by Program Evaluation Committee members, and PEC synthesizes data and makes recommendations based on analysis of that data. Analysis of Student Learning Outcomes is critical at each stage of the planning process.

The College’s Student Learning Outcomes implementation cycle outlines how departments and programs engage in ongoing, systematic evaluation and integrated planning to ensure currency and measure achievement of their stated learning outcomes for courses, certificates, programs, and degrees. Course improvement plans and program improvement plans allow departments to systematically strive to improve their Student Learning Outcomes.

The focus on developing and assessing learning outcomes and improving student learning and achievement is integral to the program review process. Data on student performance on each of the course and student support programs and services SLOs are entered into eLumen, the College’s SLO reporting and recording software, and distributed to departments and programs for analysis as part of the program review process. Data are also posted on the College’s SLO plan website.<sup>197</sup>

All departments and programs collect and analyze student learning outcome data, creating course improvement plans, at least once every three years. This course student learning outcome data is mapped to program and institutional SLOs. Web-based forms and reports for each of the components of the SLO Implementation Cycle have been developed and posted online.<sup>198</sup> Data on student performance on SLOs are available in a central location on the College’s website, and

<sup>196</sup> [Educational Master Plan 2014](#)

<sup>197</sup> [PSLO Assessment Results](#)

<sup>198</sup> [Student Learning Outcomes Process](#)

performance reports are provided to departments for their review and analysis as part of their program review cycle. A process has been developed internally and with eLumen for integrating, summarizing, and disseminating student performance on course, program, and institutional SLOs for the College as a whole and for segments of the institution to use in assessing and improving student learning.<sup>199</sup>

Starting in 2014-15, the SLO Coordinating Committee assumed its responsibility for reviewing student performance data on each of the ISLO measures and preparing a report of its analysis and recommendations for the Academic Senate to review before being presented to the College Planning Council.

Departments and programs share evaluation of SLO data through their program reviews which are read and analyzed by the Program Evaluation Committee (PEC). The Program Evaluation Committee, a college wide committee with faculty, staff, manager, and student representation that was created in 2013-14 and began analyzing program reviews in 2014-15, provides a forum for shared discussion and analysis as well as a clear channel through which recommendations for improvement can be made. PEC submits a report to the College Planning Council (CPC) as part of the College's annual review and update of its *Educational Master Plan*. This report for CPC synthesizes PEC's analysis, describing trends that emerge in terms of best practices for fostering student success as well as analyzing how well departments, programs, and administrative units are meeting the Strategic Directions and Goals defined in the College's *Educational Master Plan*.

### Self Evaluation

The College meets the standard. The Student Learning Outcomes implementation cycle ensures that all departments collect and analyze their SLO data, producing course or program improvement plans in an effort to improve student attainment of stated learning outcomes.

Information about the achievement of Student Learning Outcomes (SLOs) for courses, certificates, programs, and degrees, as well as other data about enrollment trends and course completion rates, is shared with all departments and programs for them to use as part of the program review process, allowing for ongoing, systematic evaluation and planning on both the departmental and the institutional level, via the Program Evaluation Committee.

The College has been diligent in its development of Student Learning Outcomes for all courses and programs. All departments and programs collect data, analyze it, and develop course or program improvement plans on a three-year cycle. While faculty continue to develop meaningful course improvement plans, many have struggled to base these plans solely or even primarily on SLO data as this data has remained fairly consistent over the last two SLO cycles. Therefore, many faculty and staff have come together to reinvigorate the SLO process by reexamining the College's Institutional Student Learning Outcomes (ISLOs). In 2013-14, the Academic Senate's Committee on Teaching and Learning reviewed the College's ISLOs and recommended revisions. The Summer ISLO/Core Learning Skills Institute reviewed these revisions as it also worked on developing survey questions to not only capture data on students'

<sup>199</sup> [SLO Worksite](#)

self assessment of their competencies but also to make students more aware of the ISLOs and how they relate to all the coursework they complete during their time at SBCC. Faculty felt that this awareness would help students see the value of the ISLOs, thus supporting the students' development of the skills reflected in them. With this summer 2014 ISLO institute, as well as the work of the two faculty inquiry groups in fall 2014 and spring 2015, faculty are striving to improve Student Learning Outcomes.

## Actionable Improvement Plan

None

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**STANDARD IIA.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

## Descriptive Summary

The College administers a number of program examinations which have been validated by national organizations and developed to minimize test bias. These program examinations are primarily in career and technical education areas. Examples of several of these measures are described in the following paragraphs.

The Chemistry Department administers the American Chemical Society (ACS) standardized exams at the end of its general chemistry sequence (Chemistry 155 and 156). Student scores on the ACS are compared to national standards and are used each semester as a basis for dialog within the department to ensure that the courses meet the high instructional standards for transfer. Students generally score above the national standard. According to the ACS, the norms are based on the scores of 4,524 students in 39 colleges. In spring 2014, 35% of the 86 students in Chemistry 155 scored in the 80th percentile or above. Three quarters of the class (74%) scored in the top 50th percentile.<sup>200</sup>

Students in the Associate Degree Nursing (ADN) and the Vocational Nursing (VN) Programs take the national Assessment Technologies Institute (ATI) computerized assessment tests. Twelve Assessment Technologies Institute exams, similar to the National Council Licensing Exam (NCLEX), are spaced throughout the Associate Degree Nursing and Vocational Nursing programs to provide students an opportunity to assess their current nursing knowledge of both theoretical and clinical objectives. These tests also provide faculty with feedback on curriculum strengths and weaknesses that are critical in making changes that will improve curriculum. The nursing faculty value the ATI exams as an excellent predictor of success on the licensing exam

<sup>200</sup> [Chem 155 and 156 Stats](#)

and as an effective teaching tool for remediation, confident that these tests are an effective measure of student learning.

Students in the Marine Diving Technology (MDT) Program take exams developed by the American Red Cross, the National Association of Nitrox and Technical Divers (IANTD), and the Divers Alert Network. MDT faculty members are committed to student access to the MDT program and to student mastery of skills and knowledge for program progression as measured by achievement of SLOs and PSLOs as well as by success on these exams.

Students in the Emergency Medical Technician (EMT) Program take the Registry of Emergency Medical Technicians Examination. Students completing the Emergency Medical Technician basic program have exceeded the national Registry of Emergency Medical Technician examination national pass rate since spring 2007.

In addition, the ESL, English Skills, and English departments use departmental reading and writing exams, developed by division faculty members, as elements added to portfolios in several classes as one measure of evaluating student learning in conjunction with other work and measures. All faculty teaching these classes participate in norming sessions to ensure that instructors are evaluating with the same standards and that the measures are unbiased and valid. These departmental exams are useful because they provide a shared assignment in order to assess students' attainment of core competencies, but they are only one measure of student learning in these departments' courses.

### **Self Evaluation**

The College meets the standard. Assessing students' ability to meet national standards as measured by validated, unbiased examinations is an essential part of the evaluation of student performance, especially in career and technical education programs like Nursing, Marine Diving Technology, and Emergency Medical Technician.

The ESL, English Skills, and English departmental exams allow for a shared standard to ensure that students are indeed ready for the next level course, but these departmental reading and writing exams are used in conjunction with other measures of student performance, thus avoiding the risk of test bias inhibiting student success.

### **Actionable Improvement Plan**

None

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**STANDARD IIA.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

## **Descriptive Summary**

Students earn credit for their courses based on their achievement of the course’s Student Learning Outcomes (SLOs). The mastery of course content is determined by faculty assessment of students’ attainment of the SLOs specified in the course outline of record. The awarding of a passing grade, and therefore credit, is tied to a student’s achievement of the course SLOs. Faculty determine appropriate assessments, specific assignments and rubrics, based on the nature of their discipline and the particular SLO.

The College awards units of credit based on the generally accepted standard in colleges and universities, the Carnegie standard, in which one unit of credit is equal to three hours per week of lecture, lab, or self-paced study, as defined in the course outline. This criterion is stated in the college catalog. The Carnegie standard complies with state regulations as outlined in the Title 5 California Code of Regulations. In addition, the Curriculum Advisory Committee ensures that the course outlines of record reflect the Carnegie standard and the Scheduling Office confirms that the scheduled meeting times for all courses also reflect this standard. For courses which require positive attendance (records of hours attended), Admissions and Records staff ensure that faculty comply with California Title 5 grading and attendance accounting requirements.

## **Self Evaluation**

The College meets the standard. All courses have published Student Learning Outcomes based on the knowledge and skills students must attain in order to earn a passing grade in the class. Students who earn credit in a course must achieve the course’s stated learning outcomes.

As outlined in the college catalog, the institution awards credit based on the Carnegie unit, a method that reflects generally accepted norms or equivalencies in higher education.

## **Actionable Improvement Plan**

None

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## **STANDARD IIA.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### **Descriptive Summary**

All programs have a set of stated learning outcomes (PSLOs). For instructional (as opposed to educational support) programs, these PSLOs were developed based on the Course Student Learning Outcomes (CSLOs) in courses required to earn a given certificate or degree. The institution assesses students' attainment of PSLOs by mapping the CSLOs to the PSLOs.<sup>201</sup> Therefore, the awarding of degrees and certificates is based on students' attainment of the program's stated learning outcomes.

All program Student Learning Outcomes are published in the college catalog and posted on the program's website.

Certain certificates are awarded on the basis of state, national, and/or international examinations or board reviews. In these cases, faculty members have matched their SLOs with the criteria established by the bodies conducting these certification examinations. For example, Radiographic and Imaging Sciences used certification standards to establish their rubrics for SLO scoring. Similarly, the Associate Degree Nursing program SLOs parallel the competencies required by the National League for Nursing Accrediting Commission (NLNAC). Cisco and Microsoft certifications also match the course and program SLOs in the Computer Network Engineering and Computer Applications departments.<sup>202</sup>

### **Self Evaluation**

The College meets the standard. Students who earn degrees or certificates have achieved the program's student learning outcomes (PSLOs). Regular curriculum review that is conducted at least every five years includes review of course and program SLOs. For certificates or degrees that are awarded based on state, national, and/or international examinations or board reviews, departments and programs have integrated their course and program Student Learning Outcomes with these external criteria. The College's program review process includes documentation of a department or program's completion of the SLO cycle every three years as well as its assessment of its PSLOs.

### **Actionable Improvement Plan**

None

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<sup>201</sup> [CSLO to PLSO - Sample- Math 150 and Soc 101](#)

<sup>202</sup> [Sample PSLOs](#)



## STANDARD IIA.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

**STANDARD IIA.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### Descriptive Summary

The 2014-15 SBCC College Catalog states the institution's philosophy of general education<sup>203</sup> which is also presented in BP 4025 Philosophy and Criteria for Associate's Degree and General Education.<sup>204</sup>

*The General Education Program at Santa Barbara City College outlines a core curriculum which provides an opportunity for students to explore elements of the intellectual and ethical traditions to which they belong. The faculty believes that this common core is of general and lasting intellectual significance and that it will establish a foundation for the lifelong process of intellectual inquiry and the integration of knowledge, skills, attitudes and experiences.*

The college catalog is a repository for all specific general education information, and functions as a contract with students. All academic and degree programs require components of general education which are clearly listed in the catalog. In addition, students are informed of the rationale for general education during orientation and counseling and advising sessions.

<sup>203</sup> [Philosophy of General Education](#)

<sup>204</sup> [BP 4025 Philosophy of General Education](#)

For students wishing to attain an associate's degree, the College's general education requirements align with California state law as articulated in Title 5 California Code of Regulations, section 55063 (b), General Education Requirements. This regulation designates required coursework in the natural sciences, social and behavioral sciences, humanities and fine arts, and language and rationality (including English composition, communication, and analytical thinking). General education requirements for an associate's degree at the College also include meeting standards for mathematics and an information competency requirement.<sup>205</sup>

The 2014-15 College Catalog lists the specific SBCC courses that meet the General Education requirements for an associate's degree, for the CSU Breadth pattern, and the Intersegmental General Education Transfer Curriculum (IGETC).

The institution relies on the expertise of faculty to determine which courses meet the General Education requirements. Courses proposed to meet the general education requirement are written by faculty in their respective disciplines. Faculty examine the Student Learning Outcomes for the course before deciding whether to include it as a GE course. The Curriculum Advisory Committee then reviews the courses to ensure that they meet state curricular guidelines and transfer requirements. The College's articulation officer is a permanent member of the Curriculum Advisory Committee and is required to review and sign all new course proposal forms, including requests for the course to count toward fulfilling general education requirements. The course outlines are posted on the College website.<sup>206</sup> Discipline faculty review and revise courses that meet general education requirements at least once every five years to ensure currency.

### Self Evaluation

The College meets the standard. All academic and degree programs include a component of general education based on a carefully considered philosophy that is clearly stated in the college catalog. This philosophy is also stated in BP 4025 Philosophy and Criteria for Associate Degree and General Education which was reviewed and adopted by the Academic Senate at its May 14, 2014 meeting.<sup>207</sup>

The College relies on the expertise of its faculty through the Curriculum Advisory Committee processes to ensure that appropriate courses are included in the general education curriculum. These judgements are based on the analysis of the course's stated Student Learning Outcomes. The inclusion of Student Learning Outcomes with new course proposals is a standardized part of the curriculum review process.

### Actionable Improvement Plan

None

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<sup>205</sup> [General Ed Requirements for an Associate's Degree](#)

<sup>206</sup> [CurricUNET - Courses](#)

<sup>207</sup> [5-14-2014 Minutes](#) (Item 4.2)

**STANDARD IIA.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

## Descriptive Summary

The College’s mission statement and philosophy of general education both affirm the goals of developing productive individuals who are lifelong learners. The mission statement reflects these values:

*As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.*

Similarly, the College’s philosophy of general education emphasizes the role a “common core of knowledge” plays in “establish[ing] a foundation for the lifelong process of intellectual inquiry and the integration of knowledge, skills, attitudes and experiences.”<sup>208</sup>

The general education pattern required for an associate’s degree supports this philosophy of general education as well as the development of skills in oral and written communication, information competency, computer literacy, and scientific and quantitative reasoning. As per state regulation, all community college courses must meet a standard of critical thinking that requires critical analysis and logical thinking, and they all foster the ability to acquire knowledge through a variety of means.

All the courses in the general education pattern map to the College’s Institutional Student Learning Outcomes (ISLOs).<sup>209</sup> These ISLOs also focus on oral and written communication (ISLO II), information competency (ISLO V), scientific and quantitative reasoning (ISLO III), critical analysis/logical thinking (ISLO I especially, but ISLOs II-VI as well), and the ability to acquire knowledge through a variety of means (again, all six ISLOs).<sup>210</sup> Students who wish to earn an SBCC associate’s degree must also satisfy an information competency requirement by taking either English 120, College Research Skills, or Library 101, Information Literacy.

While many courses and individual instructors emphasize the importance of being productive individuals and life-long learners, a particular course, Personal Development 100 (PD 100), allows students to clarify their educational objectives and develop the skills necessary to reach them. The College has emphasized the expansion of this transferable course. In 2014-15, there

<sup>208</sup> [Philosophy of General Education](#)

<sup>209</sup> [eLumen Mapping Process Screen Shot](#)

<sup>210</sup> [SBCC ISLOs](#)

were 33 sections of PD 100 taught by a cross-section of faculty from diverse disciplines such as Counseling, Computer Networking Engineering, Professional Development Studies, and Computer Information Systems.<sup>211</sup>

The Student Learning Outcomes for the College's general education courses are mapped to the College's ISLOs. The most recent student survey reflects these numbers. The *Spring 2013 Student College Experiences Survey* includes self-reported data from students on whether they are able to do the critical tasks associated with each ISLO. The six ISLO areas include oral and written communication skills, information competency, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.<sup>212</sup> On the primary sub-components of each ISLO, students assessed their ability to do these tasks very highly.

- ISLO I: Putting ideas together to see relationships, similarities, and differences (79%)
- ISLO II: Improving reading, writing, and oral communication skills (87%)
- ISLO III: Solving problems using math (64%)
- ISLO IV: Learning about other parts of the world and other people (72%)
- ISLO V: Acquiring the ability to use computers to effectively find information (69%)
- ISLO VI: Developing the ability to learn on my own and pursue my own ideas (86%)

All six ISLO results demonstrate a high level of attainment in these important areas.<sup>213</sup> The *Spring 2013 Student College Experiences Survey* contains a complete description of each of the 26 ISLO sub-components. On average, 72% of students agree that they are achieving these ISLOs.

### Self Evaluation

The College meets the standard. The College's mission statement, philosophy of general education, and general education requirements all foster the capability to be a productive individual and life-long learner. The general education courses, whose Student Learning Outcomes (SLOs) are mapped to the College's institutional SLOs, teach the skills of oral and written communication, information competency, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. The ISLO data for fall 2013 reflect a high percentage of students (82.6%-89.75%) are attaining the SLOs of the College's general education courses.

The College's three-year SLO cycle ensures that faculty analyze the SLO data for the general education courses in their disciplines and develop course improvement plans to enhance student

<sup>211</sup> [PD100 S2014 Instructor-Disciplines](#)

<sup>212</sup> [SLO Achievement Report - Fall 2013](#)

<sup>213</sup> [Spring 2013 Student College Experiences Survey](#) (pages 29-46)

attainment of SLOs. The assessments and rubrics developed by faculty to measure individual student attainment of SLOs assure that expected skill levels are maintained.

It is expected that the faculty inquiry groups that were formed in fall 2014 (one to make ISLO VI, Personal, Academic, and Career Development more visible on the college campus, and the other to incorporate the analysis of a selected ISLO into one or more classroom activities) will contribute to students' increased awareness of the importance of the knowledge, skills, and ways of thinking reflected in the College's philosophy of general education and its general education requirements.

### Actionable Improvement Plan

None

**STANDARD IIA.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities that include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

STANDARD II

### Descriptive Summary

The College's mission statement, philosophy of general education, and institutional learning outcomes all support recognition of what it means to be an ethical human being and effective citizen. These values are reflected in the Mission Statement:

*As a public community college dedicated to the success of each student . . .  
Santa Barbara City College provides students a diverse learning environment that  
inspires curiosity and discovery, promotes global responsibility, and fosters  
opportunity for all.*

The College's philosophy of general education emphasizes creating the "opportunity for students to explore elements of the intellectual and ethical traditions to which they belong." Components of this standard are also reflected in three elements of SBCC's Institutional Student Learning Outcomes.

- ISLO V, Information, Technology and Media Literacy, features an appreciation of ethical principles: *Identify the legal, ethical, social, and economic rights and responsibilities associated with the creation and use of information in various media and formats.*
- ISLO VI, Personal, Academic, and Career Development, reinforces civility and interpersonal skills: *Work effectively and civilly with others, respecting cultural, gender, and other group and individual differences.*
- Another competency from ISLO VI emphasizes taking responsibility: *Demonstrate personal responsibility for choices, actions, and consequences, including but not limited to attending classes, being punctual, and meeting deadlines.*

Respect for cultural diversity and historical and aesthetic sensitivity are promoted by the Student Learning Outcomes for the courses that map to ISLO IV, Social, Cultural, Environmental and Aesthetic Perspectives. The competencies for ISLO IV are:

- *Describe how the interaction among social, economic, political, cultural, environmental, and historic factors affects the individual, society, and the environment.*
- *Explain how culture influences different beliefs, practices, and peoples.*
- *Recognize the contributions of fine arts, visual arts, literature, and performing arts in influencing the human experience.*
- *Recognize the social and ethical responsibilities of the individual in society, explaining the value of choosing to interact with respect in differing cultural contexts.*<sup>214</sup>

One component of ethical responsibility is interacting with others in a civil manner. The College has an honor code and codes of conduct that are enforced by the Dean, Educational Programs—Student Support Services. The codes of conduct are in place to clarify acceptable social conduct and civility in the classroom and on campus for the protection of all. Starting with the 2014 fall semester, all students have been required to read and sign the Student Honor Code when they register for classes. The Student Honor Code was reviewed and endorsed by the Student Academic Senate and the Academic Senate in fall 2013.<sup>215, 216</sup>

In addition, the College offers instruction across disciplines that addresses ethical issues and personal and civic responsibility. Students are required to demonstrate their knowledge of these matters in a number of courses such as in Philosophy 101 and Political Science 151, and in many additional courses listed in the College’s general education requirements.<sup>217</sup> Knowledge of copyright regulations, college policy, ethical standards, legal rights, and consequences is required

<sup>214</sup> [CSLO to PLSO - Sample- Math 150 and Soc 101](#)

<sup>215</sup> [SBCC Honor Code](#)

<sup>216</sup> [Honor Code 12-4-2013 Minutes](#)

<sup>217</sup> [General Ed Requirements for an Associate’s Degree](#)

in many disciplines and covered specifically in English 120 (College Research Skills) and Library 101 (Information Literacy).

The College sponsors many events designed to promote respect for cultural diversity. Student clubs, instructional departments, and student support services programs that sponsor these events include EOPS, the American Ethnic Studies department, the Art department, the Global Studies department, the School of Modern Languages, the Middle Eastern Studies program, the International Student Support Program, the Study Abroad Program, the English department, and the Library. These events and activities include a wide range of activities.

- El Dia de Los Muertos
- Deaf Panels
- American Sign Language program's Silent Languages Immersion Public Lectures
- International Week<sup>218</sup>
- Field trips to the Museum of Tolerance in Los Angeles
- Annual Leonardo Dorantes Memorial Lecture
- Cinco de Mayo celebrations
- Black History Month events
- Week-long workshops and activities that highlight the historical, cultural, social, and intellectual contributions of various ethnic groups and by people in different parts of the world such as the Middle East, Asia, and South America, and the countries represented by the College's approximately 1,500 international students attending the College<sup>219</sup>

Historical and aesthetic sensitivity link to ISLO IV on Social, Cultural, Environmental, and Aesthetic Perspectives and are developed through numerous courses in history, fine arts, and other related fields. A sampling of these include:

- Art 104: History of Art: Renaissance-Modern
- Art 110: History of Women in Art
- Art 112: Survey of Pre-Columbian Art
- Music 110: Music Appreciation
- Photography 250: Fine Art Photography
- History 108: World Civilization 1550-Present
- History 112: American Environmental History
- History 137: History: Religions of the Middle East

<sup>218</sup> [International Week Schedule](#)

<sup>219</sup> [International Student Demographics 2013-14](#)

- Ethnic Studies 101: Immigrant Experience in U.S.
- Native American Studies 101: Native American Cultural Heritage

Curricular offerings are complemented by campus events that highlight the value of historical and aesthetic sensitivity. In departments as wide ranging as Interior Design, Film Studies, Justice Studies, American Ethnic Studies, Theater Arts, History, and Philosophy, students have opportunities to develop sensitivity to historical issues relevant to their field of study as well as to their role in society. Additionally, students have numerous opportunities to explore artistic works on campus. The Atkinson Gallery is the major venue where students can view the artwork of international, national, regional, and student artists, while regularly scheduled art lectures are also hosted by the Art Department.

Art has the capacity to open up a larger dialog about aesthetics, culture, and civic engagement. One recent example illustrates this especially well. In spring 2015, a group of students completed an art project in a time-based media art class. For their class assignment, they chose to design and create a teepee structure which was erected on campus. Some Native American students, faculty, and community members had concerns about this artwork and expressed objections to the structure, which opened up a rich dialog about the nature of art, cultural diversity, cultural appropriation, and the ways in which members of the college community engage with each other. A class project became the catalyst for a college wide discussion about issues central to being a member of a diverse community. That discussion moved from the classroom and beyond, illustrating clearly that the topics students explore have relevance to their roles as citizens of a larger community.

As another important aspect of being an effective citizen, civic engagement is most apparent in student involvement with club and leadership activities. In 2014-15, there were over 70 student clubs and organizations that provided students opportunities to develop their leadership skills and to be involved in civic, political, and social causes at the local, national, and global level.<sup>220</sup> Each of these student clubs and organizations has a faculty or staff member sponsor. Many Santa Barbara City College students are involved in leadership roles at the state level and have received recognition for their service. For example, the 2014-15 Student Trustee serves on the statewide board for the California Community Colleges' Associated Student Government, and the student president of the SBCC Chapter (Alpha Beta) of the Communication Honor Society (Sigma Chi Eta) was elected to serve on the National Student Advisory Board. Santa Barbara City College service can act as a launching pad for student engagement in the larger community and establish a strong foundation for effective citizenry.

## Self Evaluation

The College meets the standard. The College's mission statement, philosophy of general education, and student honor code are grounded in the recognition of what it means to be an ethical human being and effective citizen. Several of the specific competencies that make up the College's

<sup>220</sup> [2014-15 Student Club List](#)



institutional learning outcomes support an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, and historical and aesthetic sensitivity. In addition, the College's requirement that students sign the Honor Code when they register for classes increases their awareness of the importance of conducting oneself in an ethical and civil manner.

The College is committed to enhancing respect for cultural diversity. This commitment is manifested in the courses whose Student Learning Outcomes map to the institutional learning outcome competencies detailed above, as well as by the number and breadth of extracurricular activities on campus that specifically focus on diverse cultures and experience. Students at the College may participate in a variety of curricular and cocurricular activities designed to help them develop their sense of what it means to be an ethical human being, one who is aware of diversity as well as of his/her responsibilities as a global citizen. Student clubs and organizations foster the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

### **Actionable Improvement Plan**

None

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## **STANDARD IIA.4**

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Descriptive Summary**

As required by California law, all associate degree programs require a minimum of 60 degree-applicable units for an associate degree including a minimum of 18 units in the major (department requirements) and 18 units of general education. The minimum of 18 units in the major represents a focused study or interdisciplinary core that has been approved by the Curriculum Advisory Committee. For example, the associate degree in biological sciences requires 29.5 units of department requirements composed of specified biology and chemistry courses.<sup>221</sup> When possible, the associate degree has been designed to prepare students for transfer with the departmental requirements satisfying the lower-division requirements of at least one regionally-accredited institution of higher education to which students frequently transfer. Candidates for an associate degree are also required to complete at least 20% of the department requirements in residence at SBCC.

<sup>221</sup> [Biology Associate Degree Requirements](#)

Given the importance of facilitating transfer, the state has required California community colleges to develop Associate Degree for Transfer (ADTs) programs for each of its associate degree programs. Students who complete these degrees and meet the GPA requirements will be guaranteed admission to a California State University (CSU) campus. Each of these degrees must include a minimum of 18 units that meet the lower division major field requirements that were agreed to and approved by both the CSU and the California community college systems. The College is on track to comply with this state requirement.

### Self Evaluation

The College meets the standard. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. During the program review process, departments review the requirements for degree programs and make adjustments when necessary. Degree programs are also designed to facilitate transfer, supporting a central mission of the California community colleges.

### Actionable Improvement Plan

None

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## STANDARD IIA.5

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### Descriptive Summary

The College ensures that students completing vocational and occupational certificates and degrees demonstrate the competencies expected by employers and are prepared for external licensure and certification exams. All career and technical education (CTE) courses have Student Learning Outcomes that are tied to industry and employer standards. These course SLOs are mapped to program SLOs that are reviewed during the program review process.

Advisory committees play an important role in supporting the establishment of competencies for the College's CTE courses and programs. All CTE programs have an advisory committee that meets once a year to review the program's curriculum, to provide feedback about their experi-

ences with the preparation of the program’s students and graduates, and to discuss developments taking place in their industry that the faculty need to address in order to keep their programs current.

All new CTE programs are required to demonstrate that the curriculum being proposed is informed and endorsed by an advisory committee composed of members who represent the industry the program is intended to prepare students to enter. In addition, applications for new CTE programs must demonstrate that there is sufficient labor market demand for graduates of the proposed program. All proposed CTE programs must be approved by the College’s Curriculum Advisory Committee, by the community colleges in the institution’s region (Santa Barbara, Ventura, and San Luis Obispo Counties), and, finally, by the California Community Colleges Chancellor’s Office.

Several of the College’s CTE programs, Nursing (ADN), Vocational Nursing, Certified Nursing Assistant, Emergency Medical Technician-Basic, Radiographic and Imaging Sciences, Marine Diving Technologies, Cosmetology, and Esthetician, have external standardized licensing examinations at the conclusion of the programs.<sup>222</sup> These national examinations are closely linked to professional competencies required in that field and student pass rates on these tests exceed 82% for these CTE programs.<sup>223</sup>

## Self Evaluation

The College meets the standard. The career and technical education (CTE) faculty have developed Student Learning Outcomes for their courses, certificates, and programs which ensure that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies to meet employment and other applicable standards. Advisory Committees play an essential role in ensuring that programs and courses provide the competencies, knowledge, and skills students need for future employment.

The College also analyzes the performance on licensing exams for CTE areas to assess the effectiveness of preparing students for these requirements. The Office of Institutional Assessment, Research, and Planning tracks student performance results for CTE students who take required licensing exams. As shown in the *Career Technical Education Licensing Exams Success Rates* data, pass rates are at 82% or above for the CTE programs that require such exams. Analysis of performance on licensing exams is an essential component of the evaluation of career technical programs.

In an effort to acquire more complete and useful information regarding the efficacy of the College’s CTE programs, in fall 2013 the College agreed to participate in a study being conducted by the Research and Planning Group for California Community Colleges (the RP Group) that involves surveying CTE students who graduate from their programs, or leave before completing the programs, to learn whether or not they are employed. If they are working, they will be asked about their job, its compensation, and the extent to which they felt their program prepared

<sup>222</sup> [Licensing for successful CTE students](#)

<sup>223</sup> [Licensure Exam Pass Rates 2013-14](#)

them for their current job or the job they had hoped to enter after completing their program. The RP Group will follow up with phone calls to the CTE students who do not fill out the surveys. The College expects to receive the results of this study by fall 2015. These results will comprise one element of the ongoing process of assessing the effectiveness of these programs in helping students develop the skills needed for licensing and work.

### **Actionable Improvement Plan**

None

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## **STANDARD IIA.6**

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

The College keeps clear, accurate, and up-to-date information about educational courses, programs, and transfer policies, and these are published on the college website, in the college catalog, and are shared in orientation and counseling sessions with students. Ensuring that students have the information required to understand their educational choices is a foundational activity at Santa Barbara City College. In every class section, students receive a course syllabus that specifies Student Learning Outcomes consistent with those in the College’s officially approved course outline. To ensure that this occurs, syllabus distribution is a faculty responsibility that is evaluated in each faculty review cycle. The assessment states that the instructor “distributes a syllabus during the first week of classes that includes the department approved Course Student Learning Outcomes.”<sup>224, 225</sup> Many faculty also post their syllabi electronically.

<sup>224</sup> [Tenured Faculty Evaluation](#) (page 13, Item 1.d.)

<sup>225</sup> [Adjunct Eval Packet](#) (page 6, Item 1.d.)

**STANDARD IIA.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

## Descriptive Summary

The College recognizes that clear transfer-of-credit policies and a robust set of articulation agreements are important elements in fulfilling its mission to support its students' earning of degrees, certificates, and transfer goals.

### *Transfer of Credit*

The institution's transfer of credit policy for acceptance of courses from other institutions is published in the college catalog and can be accessed through multiple access points on the College's website.<sup>226</sup>

The instructional department chair or a faculty designee and/or an academic counselor and/or the transcript analyst has the authority to evaluate whether credit for courses from other accredited institutions of higher education can be transferred to SBCC. Such evaluations are based on official college transcripts, and the evaluation includes review of the learning outcomes from the course(s) being proposed for transfer of credit. Some instructional departments adjudicate all transfer of credit decisions, while others share this responsibility with the transcript analyst and academic counselors under the purview of procedures developed in consultation with the Curriculum Advisory Committee and approved by the Academic Senate. In all cases, an opportunity is provided to instructional departments for annual review of all transfer of credit decisions.

A student may petition for course substitution using coursework from other regionally accredited institutions to fulfill a specific program or general education requirement. The course substitution process involves consultation with an academic counselor, approval of the department chair from the department offering the required course, and approval of the department chair for the department offering the program that has required the course. To further facilitate the mobility of students without penalty, a procedure whereby a student may challenge a prerequisite using external coursework is also in place.<sup>227</sup>

The Articulation Office performs evaluations of external transcripts to meet Intersegmental General Education Transfer Curriculum (IGETC), CSU general education, and Associate Degree

<sup>226</sup> [General Catalog 2014-2015 - Santa Barbara City College](#)

<sup>227</sup> [Prerequisites and Corequisites - Instructions for Prerequisite Verifications](#)

for Transfer requirements as requested by counselors when working with students. To ensure consistency, the results of these evaluations are recorded by the Articulation Office in an easily-accessible database and made available for ongoing reference by counselors.<sup>228</sup>

### *Articulation Agreements*

Transfer of SBCC credit to other institutions is facilitated through course articulation agreements that are developed and maintained by the College's articulation officer in consultation with instructional faculty and with articulation officers at four-year institutions. Articulation agreements between the College and the California State University (CSU) and University of California (UC) systems and campuses are maintained on ASSIST, the intersegmental repository of articulation between California Community Colleges, CSUs, and UCs. The College also participates in the certification of an Intersegmental General Education pattern (IGETC) and a California State University General Education Pattern, further facilitating the mobility of students without penalty.

Counselors have access to an in-house database of agreements with private California colleges and out-of-state institutions. This database facilitates consistent and efficient advising of students for both transfer of credit to the College and transfer of credit from the College to four-year institutions.

Articulation procedures at the College follow those recommended in the Handbook of California Articulation Policies and Procedures and those established by the intersegmental council (CCC, CSU, UC) overseeing ASSIST. The College's articulation officer is a member of the California Intersegmental Articulation Council (CIAC), a faculty member in the Academic Counseling Department, and a voting member of the Curriculum Advisory Committee. The Articulation and Certification Office plays a key role in the review of all curriculum decisions to ensure that, wherever possible and appropriate, credit courses offered by the district have the maximum transfer value to four-year institutions.

The College annually evaluates patterns of student transfer and develops articulation goals and objectives to ensure that such agreements are closely aligned with actual transfer patterns and emerging student transfer interests and opportunities. Also, over the past several years the College has taken a closer look at transfer patterns of students coming to SBCC from other institutions. As a result, a multi-year project has been undertaken to evaluate course equivalency with primary feeder colleges and develop a searchable database in order to assure timely and consistent awarding of transfer credit.

The Articulation Office works with all public universities in California (California State University and University of California campuses) on an annual basis to develop articulation agreements for all majors offered. Over the past three years, the Articulation Office has expanded articulation relationships with many private California and out-of-state colleges and universities. A total of 62 California private four-year institutions that are part of the Association of Independent California Colleges and Universities were contacted to pursue an articulation relationship. In

<sup>228</sup> [Degree Audit - Santa Barbara City College](#)

addition, a total of 150 out-of-state colleges and universities were identified as possible targets to contact based on the following criteria:

- Not-for-profit US-regionally accredited institutions
- Designation as a Hispanic Serving Institution
- Membership in the Western Undergraduate Exchange
- Historical transfer data from National Student Clearinghouse
- Transcripts requested by SBCC students
- Referrals from faculty
- Contacts initiated by universities
- Student survey results
- Faculty survey results

## Self Evaluation

The College meets the standard. Stated learning outcomes for courses requested for transfer of credit are reviewed in determining equivalency. In cases where Student Learning Outcomes are not available, the College relies on course outlines of record. This process depends upon input from department chairs to ensure that the proposed courses are indeed equivalent.

The College regularly maintains and updates the articulation of its courses with the California State University and University of California systems. The scope and breadth of this articulation is extensive. SBCC has 975 courses approved for transfer to the University of California system and 2,455 courses approved for transfer to the California State University system.

In addition, SBCC has 851 major agreements, 415 departmental agreements, and 21 general education agreements, with 10 individual UC campuses; 1,538 major agreements, 1,243 departmental agreements, and 17 general education agreements with 22 individual CSU campuses; and agreements with 26 California private universities and with 13 out-of-state universities. As of May 14, 2014, the College had 16 approved Associate Degrees for Transfer (ADTs) with the California State University.<sup>229</sup> As required by state law, the College will develop additional Associate Degrees for Transfer for each of the remaining Transfer Model Curriculum Templates.

## Actionable Improvement Plan

None

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<sup>229</sup> [SBCC Catalog 2014-15](#) (page 85)

**STANDARD IIA.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## Descriptive Summary

To ensure that students are afforded the opportunity to complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed, the College identifies potentially impacted students, honors their catalog rights, and provides individual and group advising to discuss options for completing program requirements. A procedure for approving “global substitutions” allows students to avoid needing to submit an individual petition for a course substitution in cases where departments can pre-identify appropriate courses. In cases where global substitutions cannot accommodate students’ needs, the department faculty, in consultation with academic counselors, assist students with identifying options and petitioning for individual course substitutions and/or course waivers.

Every effort is made to identify course substitution options rather than waiving requirements. In instances where students are unable to maintain their catalog rights due to a semester or more of absence, they are permitted to petition the Scholastic Standards Committee for an extension of their original catalog rights.

While the College has not eliminated an instructional program in the past ten years, were it to do so, it would abide by its Discontinuing Educational Programs policy as defined in AP 3255, Program Evaluation.<sup>230</sup> This policy requires a comprehensive cost-benefit analysis that includes impacts on students. The College is committed to adequately informing students who are currently enrolled in the program and having counselors work with students to develop a revised student educational plan that may include course substitutions and waivers and/or petitions for independent study. The Program Evaluation Committee has a student as a voting member, so issues such as this will be addressed.

Proposals for major program changes also must be submitted to the Program Evaluation Committee (PEC). Any major program modification requires the inclusion of an impact study on currently enrolled students and a plan that either pre-identifies global substitutions and waivers or which secures a commitment to provide required courses for those students nearing completion of a program independent of class size. The College recognizes that it is obligated to provide students enrolled in a program that is scheduled to be discontinued or significantly modified access to the courses they need to complete the program within a reasonable period of time.

<sup>230</sup> [AP 3255 Program Evaluation](#)



## Self Evaluation

The College meets the standard. The policies, procedures, and practices detailed in the descriptive summary for this standard reflect the College's sensitivity to student needs in its modification or discontinuation of programs.

## Actionable Improvement Plan

None

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**STANDARD IIA.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

## Descriptive Summary

The College represents itself clearly, accurately and consistently through the catalog, schedule of classes, and website. The catalog is reviewed for updates by faculty and staff each spring and is available at the bookstore, the library, and on the College's website. Changes to the catalog reflect Curriculum Advisory Committee actions throughout the year.

Curriculum guides, which list courses required for certificates and degrees in specific areas, are available for each individual program of instruction in the Student Services building lobby and are regularly disseminated prior to and during academic counseling sessions in conjunction with the development of individual educational plans. These guides are also distributed by the Career Technical Education Special Program Advisor and other advisors in conjunction with students' exploration of career and educational options. Curriculum guides can also be accessed online. In addition, program requirements for all associate degree and certificates are available through the College's web-based Degree Audit Reporting System (DARS).

Supplemental or special admissions requirements and/ or program prerequisite requirements, such as those required by the Honors Program, the Associate Degree Nursing program, and the Radiographic and Imaging Sciences Program, are clearly articulated in the college catalog, on

the college website, and in supplemental publications.<sup>231, 232, 233, 234, 235, 236</sup> Supplemental program admission criteria and/or program prerequisites are available through the Academic Counseling Center, online, and through individual departments or programs.

The schedule of classes, available each term in printed and online versions, provides clear and accurate information on all courses, including the course name, description, unit value, prerequisite/corequisite requirements, skills advisories, time, dates, and transferability to the California State University and the University of California systems.<sup>237</sup> An enrollment postcard with the web address for the online schedule of classes is mailed to all service area residents, and a print copy is mailed if requested. In addition, print copies of the credit schedule of classes are distributed to libraries, unemployment offices, and local high schools and are available for purchase at the bookstore, cashiers' office, and from kiosks on the main campus. Print copies of the noncredit schedule of classes are distributed widely, and made available at no charge, throughout the local service area.

A calendared review process that includes department faculty, deans, the articulation officer, and the marketing/publications office ensures that all course descriptions and program requirements are reviewed for completeness and conformity to Curriculum Advisory Committee decisions prior to publication. This process ensures that all publications are complete, accurate, up-to-date, and consistent throughout all publication types.

Academic Policies, an Academic Senate committee, meets twice a month during the academic year to review policies and procedures that relate to faculty and students. Policies that relate to students are also sent to the Associated Student Government for review. Recommendations for changes are approved by the Academic Senate and then forwarded to the Board Policies and Administrative Procedures Committee (BPAP), which is also responsible for reviewing policies and procedures that do not impact faculty and students. After review by BPAP, they are then sent to the Superintendent/President. Board policies are submitted to the Board of Trustees for final review and approval. Administrative procedures are sent to the Superintendent/President for review and approval. The College is on schedule to complete its comprehensive review of all of its board policies and administrative procedures within 2015. Once this comprehensive review is completed, a schedule will be followed to ensure all board policies are reviewed at least once every five years as outlined in AP 2410 Board Policy and Administrative Procedure.<sup>238</sup>

The College also informs the public of student achievement by reviewing data in its Institutional Effectiveness Report and in the Student Success Scorecard Report produced by the Cali-

<sup>231</sup> [Honors - Santa Barbara City College](#)

<sup>232</sup> [School of Nursing - Santa Barbara City College](#)

<sup>233</sup> [Radiographic and Imaging Sciences - Santa Barbara City College](#)

<sup>234</sup> [Honors Program Application](#)

<sup>235</sup> [ADN Application](#)

<sup>236</sup> [Radiography Application](#)

<sup>237</sup> [Class Schedules - Santa Barbara City College](#)

<sup>238</sup> [BP2410 Board Policies and Administrative Procedures](#)

ifornia Community Colleges Chancellor's Office. These reports are publicly shared at the College Planning Council, Board meetings, and by posting these reports on its website.<sup>239</sup>

### **Self Evaluation**

The College meets the standard. The College has systems in place to ensure that its publications and policies are up-to-date and are accurate in both print and electronic versions. Departments and programs update descriptions in print materials annually, and the Director of Marketing and Publications regularly reviews the College website for accuracy and currency. Programs are asked to submit changes when they occur.

### **Actionable Improvement Plan**

None

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## **STANDARD IIA.7**

**In order to assure the academic integrity of the teaching- learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**STANDARD IIA.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### **Descriptive Summary**

Board Policy 4030 Academic Freedom includes the following passage to capture faculty members' obligation to distinguish between personal conviction and professionally accepted views in a discipline:<sup>240</sup>

<sup>239</sup> [Institutional Research website](#)

<sup>240</sup> [BP 4030 Academic Freedom](#)

*SBCC faculty members are both citizens and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline; however, they should make every effort to indicate that they are not speaking for the institution. When they speak or write as officers of an educational institution, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, and should show respect for the opinions of others.*

This information is made available to faculty on the College website. When appropriate, the College provides guidance in areas that fall outside a faculty member’s role such as political campaigns. BP 7330 Political Activity clarifies the rights of employees to support candidates or advocate for political issues “on the employee’s own time” and without using “District funds, services, supplies or equipment.”

Faculty are entitled to freedom of expression, provided such expression does not impede or prevent responsible performance of job requirements or interfere with the mission and goals of the College. Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.

### **Self Evaluation**

The College meets the standard. The College’s BP 4030 Academic Freedom clearly establishes that faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline and to present data and other information fairly and objectively. Faculty evaluations confirm that faculty are professional and comply with Board Policy in this regard. Three questions on the faculty evaluation relate to a commitment to exploring ideas in a fair and open manner. These include the faculty member “Demonstrates fairness in the discussion and evaluation of student work;” “Stimulates a spirit of inquiry in students;” “Shows openness and respect for student opinions.”<sup>241</sup> As an institution of higher learning, Santa Barbara City College supports objective inquiry which distinguishes between personal and professional viewpoints.

### **Actionable Improvement Plan**

None

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<sup>241</sup> [Tenured Faculty Evaluation](#) (page 18)

## **STANDARD IIA.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

### **Descriptive Summary**

The student academic honesty policy, AP 5550 Academic Integrity, establishes clear expectations for student academic honesty as well as the consequences for dishonesty. AP 5500 Standards of Student Conduct also includes references to academic dishonesty.<sup>242</sup>

The College publishes these policies in the college catalog, the schedule of classes, and on the college website. Both policies are also referenced during the face-to-face and online orientation process as well as posted on the student home page in Pipeline, the College’s online portal.

In addition, beginning in fall 2014, the College added signing the Student Honor Code as part of every student’s online registration process:<sup>243</sup> all students must confirm that they have read the Student Honor Code every time they register for classes. This honor code includes the following “Academic Promise:” *I pledge truthfulness and absolute honesty in my performance on all academic work and pledge that all such work is a product of my efforts unless specifically assigned to be undertaken in a collaborative manner.*

Issues of academic honesty are addressed by faculty members in the classroom. Further, many faculty members address academic honesty in their syllabi, often referencing the specific college policies as well. BP/AP 5231.6 Academic Integrity clearly delineates responsibilities of both students and faculty regarding breaches of academic honesty, disciplinary protocols, and sanctions for violation.<sup>244</sup> The Dean, Educational Programs—Student Support Services enforces the policy.

The College has long subscribed to Turnitin.com, a software program that detects copied text in student essays, in order to deter students from plagiarizing. During the 2014-15 academic year, 9,953 Santa Barbara City College students submitted 31,495 papers in courses taught by 117 instructors to Turnitin.com.<sup>245</sup> Also, in response to faculty concern about how time-consuming it was to report instances of academic dishonesty, the Dean, Educational Programs—Student Support Services created a simple form that expedited this important process.<sup>246</sup>

### **Self Evaluation**

The College meets the standard. The College has established clear expectations concerning student academic honesty as well as the consequences for not adhering to these expectations, as articulated in AP 5550 Academic Integrity and AP 5500 Standards of Student Conduct. The

<sup>242</sup> [AP 5500 Standards of Student Conduct](#)

<sup>243</sup> [Honor Code 12-4-2013 Minutes](#) (Item 4.2)

<sup>244</sup> [BP/AP 5231.6 Academic Integrity](#)

<sup>245</sup> [Turn it in 2015-05-14](#)

<sup>246</sup> [AP 5231.6 Academic Integrity](#) (pages 6-7)

College publishes these expectations in the college catalog, the schedule of classes, and in its face-to-face and online orientation materials.

Beginning in fall 2014, the College reinforced these expectations by requiring all students who register for classes to sign the Student Honor Code which contains clear language about academic honesty.

Faculty and administrators recognize that students require ongoing education about academic honesty and that access to technology presents ever-changing challenges. To respond to these challenges, many faculty provide examples of plagiarism and explicit directions about how to avoid it when they give writing assignments, and many use Turnitin.com to help ensure academic honesty.

### **Actionable Improvement Plan**

None

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**STANDARD IIA.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrations, or students, or that seek to instill specific beliefs or world-views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Not applicable.

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### **STANDARD IIA.8**

**Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Not applicable.

# Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

## STANDARD IIB.1

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### Descriptive Summary

Santa Barbara City College (SBCC) provides a comprehensive range of student support services, which are designed to provide students with a seamless pathway to entering the College and support services that respond to the needs of a diverse population and foster student success. The College is committed to providing services that are inclusive and sensitive to the needs of its diverse student body to enhance student success and support students' intellectual, cultural, and civic achievements. Students come to the College with varying socioeconomic backgrounds, cultural experiences, educational levels, academic preparation, academic goals, and personal aspirations. It is the twofold intent of Student Support Services to support each student's educational success and to ensure an organization that is measured for effectiveness and satisfaction by both its clients and its providers.

Santa Barbara City College recognizes the important role Student Support Services provide in assisting students with access and in supporting student success. Student services professionals are multicultural, multilingual, and trained to work with SBCC's diverse student population and to meet students' needs in a timely and accurate manner. Student learning and success are addressed by an array of quality support services, which are indicated below and described throughout this standard:

- **Academic, Career and Transfer Counseling** – staffed by competent, highly-trained, and diversely experienced counselors who support students with academic, career and transfer planning and achieving long range academic and career/technical goals.
- **Admissions and Records** – supports students with application, registration, grade changes, transcripts, residency determination, petitions, and records; creates student identification cards, in addition to many other services.
- **Articulation and Certification Office** – supports articulation and transfer of SBCC course credits to four-year institutions.
- **Assessment and Placement Testing Center** – administers standardized placement exams combined with multiple measures to assess students’ skill levels in math, ESL, and English and assists with prerequisite challenge petitions.
- **California Work Opportunity and Responsibility to Children (CalWORKs)** – supports students moving from welfare to work.
- **Career Center** – supports students with career counseling, career assessment, job referral, and work experience.
- **Cooperative Agencies Resources for Education (CARE)** – provides child care and educational support for single parents.
- **Disabled Students Programs and Services (DSPS)** – provides educational support and accommodations for students with disabilities.
- **Enrollment Services** - provides outreach services to high schools and local organizations and provides prospective students with campus tours, pre-admission advising and supports student through the enrollment process.
- **Extended Opportunity Programs and Services (EOPS)** – provides financial and educational support for low income and educationally disadvantaged students. Students must meet the state mandated educational and financial criteria to be considered eligible. The intent, purpose, and resources of EOPS are aimed at assisting students to achieve their academic and career goals.
- **Financial Aid** – support for students seeking financial assistance through grants, loans, and scholarships.
- **Guardian Scholars Program** – provides support for students enrolled in or exiting the foster care system.
- **International Student Support Program (ISSP)** – supports students from countries throughout the world.
- **Office of Student Life** – supports student clubs, the Associated Student Government (ASG) of SBCC, and co-curricular activities.
- **Student Health and Wellness** – supports students with health education, illness assessment, first aid, personal counseling, and insurance information.
- **Student Success and Support Follow-up Program** – provides an Internet-based early alert system and a program of intervention for students placed on academic and progress probation/dismissal.



- **Transcript Evaluation Office** – supports students wishing to transfer credits toward an SBCC degree or certificate.
- **Transfer Center** – supports students with transfer education, including a Transfer Academy which guides students through guaranteed transfers. The Transfer Center also leads the Transfer Achievement Program, which supports underrepresented, first generation to college students in transfer to a four year college or university.
- **Veterans Support and Resource Center** – provides advising and student support to veterans and dependents of veterans of all wars.

The College is committed to providing student support services that meet students’ needs and facilitate their academic success. The Student Success Act of 2012 and subsequent revisions to Title 5 California Code of Regulations are prompting colleges to consider significant changes in how they effectively transition students into their institutions, deliver strategic support, and move learners along clear pathways to completion. In response to the establishment of SB 1456, the California legislation that mandates changes to student support services, the Student Success and Support Program Advisory Committee (SSSPAC, formerly Matriculation) has taken the lead in ensuring the College meets requirements of both SB 1456 and changes to Title 5 regulations.<sup>247</sup>

The SSSPAC developed a resource request proposal process so the SB 1456 Student Success Act of 2012 mandates were efficiently and effectively institutionalized in time for and beyond the state-mandated fall 2014 implementation timeline.

There is constant dialog on how best to manage resources to meet the new requirements while staying true to the College’s mission and guiding principles. A major forum for this discussion takes place at regular staff meetings, including the Student Support Services Leadership Committee (SSSLC). This committee is chaired by the Dean, Educational Programs—Student Support Services and composed of representatives from all student support service programs, meets monthly with the intention of improving the quality and delivery of student support services, to improve student learning and support opportunities, to engage in collaborative problem solving, and to discuss ongoing projects.

For example, a recent move and remodel of the Student Services Building “Welcome Center,” now located in the building concourse, was completed to create a central location and better student accessibility in the Student Services Building. It also freed up front counter space in the academic counseling center in order to better accommodate students. The move and remodel was the result of SSSLC’s dialog and collaborative problem solving, both of which promote quality programs. All of these efforts are characterized by a concern for student access, achievement, and success. Dialog about student access, progress, learning, and success is not limited to the Student Services division; discussions about how the College can improve access and services to students are a regular part of college wide discussions. These processes are described in more detail in Standard IIB.1.

<sup>247</sup> [Student Success and Support Program Plan](#)

### *Quality Assurance of Student Support Services*

In collaboration with the Executive Vice President, the Dean and Associate Dean, Educational Programs—Student Support Services are responsible for ensuring the quality of services and connecting program goals to the College’s mission, core principles, and integrated planning process. Coordination of student support services occurs in regularly scheduled meetings of the Student Support Services Leadership Committee, Student Success and Support Program Advisory Committee (SSSPAC), and the Student Equity and Student Success and Support Steering Committee.

In addition, the Office of Institutional Assessment, Research and Planning provides ongoing feedback on the effectiveness of student support services. It evaluates student retention, success, completion rates, number of degrees/certificates awarded, and transfer data. It publishes its findings in the annual *Institutional Effectiveness Report* and provides Student Support Services departments with evaluative research reports on programs and services.<sup>248</sup> Combined with data from the California Community Colleges State Chancellor’s datamart ([datamart.cccco.edu](http://datamart.cccco.edu)), the analysis of this data informs decision-making and improvements in student support services.

The program review cycle is one major mechanism for ensuring regular evaluation of student support services with an emphasis on quality improvement. Student support services departments complete a comprehensive program review every three years and a program review update every year. Within the integrated planning process, program review is central. The program review process allows student support services to evaluate and demonstrate how they are fulfilling the College’s mission and core principles and to connect their planning to the College’s strategic directions and goals.<sup>249</sup> The program review consists of the following information: mission, program overview, data analysis of Program Student Learning Outcomes, a narrative of how the outcomes have led to program improvement, program goals and objectives, value statement, summary of departmental activities, assessment of strengths and weaknesses, staffing needs, and equipment, technology, facilities, and other needs requests. Program review is fundamentally linked to the *Educational Master Plan*, as program areas connect narrative and resource requests with the College’s Strategic Directions and Strategic Goals. (Also see the description of program review in the section of this document titled Core Planning Structures.)

The Program Evaluation Committee (PEC) and the College Planning Council (CPC) review program plans, monitor departmental progress on the implementation of activities aligned with department goals, and track department implementation of student learning and service area outcomes. The monitoring done by PEC and CPC serves as a quality review process to ensure that the programs and services support and enhance student access and success. In addition, PEC and CPC rank the resource requests from each department based on criteria that are aligned with the mission and guiding principles of the College.

The quality of Student Support Services is also ensured through the process of conducting regular faculty evaluations. As part of the faculty evaluation process, students fill out evaluation

<sup>248</sup> [Institutional Effectiveness Report 2013-14](#)

<sup>249</sup> [Educational Master Plan 2014](#) (description of program review on page 7)

surveys to critique the faculty member and program services, and these results become part of the formal evaluation process, including reflection on possible improvements. Professional development opportunities for student support services faculty, as well as for staff and managers, are available so that employees are well trained and current in their field. This effort includes participation at various statewide and national conferences and workshops on subject matter directly related to providing quality student support services to students. Professional Development and in-service regularly feature workshops and seminars about best practices related to student learning, persistence, and completion.

The College also ensures the quality of its student support services through participation in external reviews. Categorical programs are an important part of the College's offerings. Categorical programs are those established by state or federal legislation and are designed to supplement existing instructional programs. Most categorical programs are developed to serve a specific targeted group or audience. Examples at SBCC include EOPS, CalWORKs, Student Success and Support Program, and DSPS, all of which participate in an annual review process by the District's contracted audit firm in accordance with Title 5 California Code of Regulations. To date, all SBCC categorical programs have achieved compliance with the standards assessed.

### ***Support for Student Learning***

To assure Student Support Services support student learning, credit and noncredit student support services develop and assess Program Student Learning Outcomes (PSLOs). The Student Support Services Leadership team is engaged in a comprehensive, division wide process to develop PSLOs and PSLO assessment. The PSLOs will document student learning as a result of participating in SBCC's educational support programs and services. Discussions around PSLO development, mapping, data collection, assessment, and implementation of program improvement plans (PIPs) take place during Student Support Services Leadership meetings.

Program Student Learning Outcomes and program review have provided a process for evaluating each student support service department's success in supporting student learning. Evaluation of PSLOs has allowed programs the opportunity to redesign delivery/service methodologies and processes. With the use of PSLOs, in the evaluation cycle, the paradigm has moved away from service delivery interactions that were program-centered to student-centered interactions where student learning is the goal. This assessment paradigm embraces program review as the method of evaluating the program, but also PSLOs as the method of evaluating student learning as a result of program participation.

Student support services support this mission and the College's Strategic Planning by fostering student success and offering quality support services to students. Through the shared governance process, student support service constituents are empowered to make recommendations to improve student support services and ensure that they promote the College's mission, core principles, and *Educational Master Plan*.

### ***Access to Student Support Services Regardless of Delivery or Location***

Support services, although centralized at SBCC’s main campus, are also available to students enrolled exclusively online or at the Schott Campus and Wake Campus. All students have a variety of choices for how they access services. Student Support Services offer a number of venues, methods, and times to meet the diverse needs of students in both credit and noncredit programs.

To ensure that students receive quality services regardless of location, Student Support Services utilizes technology and in-person interactions to deliver support services. Through SBCC’s student portal (Pipeline), students can register, add and drop courses, order transcripts, apply for student aid, change personal information, view grades, apply for graduation, and monitor degree progress. Computers are available in the lobby of the Student Services building, with Admissions and Records staff available on-site to assist students with the application and registration process. Admissions and Records provides the following support services to ensure that students have the help they need to begin, follow through on, and complete their educational objectives: student application, registration, student fees, issuance of transcripts, subpoena processing, degree and certificate applications/processing, graduation, student education records, faculty records, and record retention.

Matriculation “core services” are defined by SB 1456, the Student Success Act of 2012, as admissions, orientation, assessment, advising, educational planning, and follow-up services, and the College uses technology and in-person interactions extensively to provide these core services. The use of technology in matriculation core services includes an online application and registration, orientation, career, academic and transfer educational planning, early alert, academic and progress probation and dismissal interventions, and email correspondence via the student portal, Pipeline. Parallel services are also provided in-person.

### ***Web-Based Student Support***

While in-person assistance is still the preferred mode for some students, increased availability of web-based student support services enhances access to these services among students for whom a campus visit poses a challenge due to schedule or transportation issues. These online services have also greatly enhanced the ability of the College to address the needs of students enrolled in synchronous and asynchronous programs and courses. (For detailed information on access to student support services regardless of delivery method or location, see Standard IIB.3.)

Students enrolled in solely online programs such as Health Information Technologies (HIT), Cancer Information Management (CIM), and the 10 fully online degree programs have access to web-based self-service such as: application and enrollment in classes, online orientation, online educational planning tool, the online student-transfer information system (ASSIST), financial aid, health and wellness services, and career and transfer services. Student support service information is accessible by all students through the website and is frequently used in combination with telephone, in person, and email contact.

The same holds true for Financial Aid which has become a “paperless” office, with 100% commitment to online access and services, supported by “live” assistance as needed. Students

can access their financial aid information online at any time. This includes access to required documentation, FAFSA updates, and students' financial award information. Students can access this information through their Pipeline account, and students have immediate access to their financial aid information.

In addition, all students have access to the Degree Audit Review System (DARS). This program allows students to designate a College-approved program of study and to receive a list of all courses the student needs to complete the program.

Enrollment Services' online orientations and Academic Counseling's online advising and "Ask Me" programs can be accessed online. Appointment service systems eSARS and OnTrack allow students to schedule a meeting online to see a counselor in person as well as allowing counselors to text students reminding them of their upcoming counseling sessions. These tools are particularly important for students taking a majority of their courses online or at night when Student Support Service offices are closed. Face-to-face contact is still available and encouraged for students who are not as technologically-savvy or prefer in-person service.

## Self Evaluation

The College meets the standard. Santa Barbara City College assures the quality of credit and noncredit student support services and demonstrates that student support services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution through an integrated planning process which serves as a means of monitoring the quality of programs and establishing goals to improve student support services. Student support services programs ensure quality by being engaged in two integrated cycles: the program review cycle and Program Student Learning Outcome (PSLO) cycle. These cycles support continuous improvement of services and provide the vehicle for decisions about how students matriculate through the institution.

Student Success and Support Program funding has provided SBCC with the necessary resources to transform Santa Barbara City College's matriculation core processes — which include assessment, orientation, counseling and advising, educational planning and student follow-up. Leveraging technologies such as online assessment, online educational planning tool, online orientation, online advising, SBCC OnTrack "Early Alert," and online academic and progress probation/disqualification intervention systems has changed the nature and flow of the matriculation process but has not decreased the amount of student demand for support services.

By leveraging technology, students have increased access to information they need to navigate their academic pathways. For instance, students are able to complete a degree audit to see what classes they need to take in order to complete their academic program and to view their educational plan online. The *2013 Student College Experiences Survey* indicated that 80 percent of students feel the academic counseling process is convenient and efficient, a reflection of students' perceptions about the same day appointment model and online advising and educational planning.<sup>250</sup>

<sup>250</sup> [2013 Spring Student Experiences Survey Report](#) (page 48)

The effectiveness of in-person and online student support services is further illustrated in the results of the *2013 Student College Experiences Survey*. Eighty-seven percent of students report that the career, academic, personal, and transfer counselors with whom they have contact are helpful, considerate, and knowledgeable. Eighty-six percent of students indicate that the online application, registration, orientation, counseling, and advising procedures are convenient and efficient. Overall, SBCC students who responded to the *2013 Student College Experiences Survey*, exhibited high levels of satisfaction with the quality of student support service programs and the accompanying delivery of online and in-person support services.

In addition, the *Reflections on SBCC 2014* survey indicates that 84 percent of faculty, staff, and administrators agree that SBCC offers high quality student support services that are well matched to student needs.<sup>251</sup> Student support services administration, faculty, and staff continue to explore methods to increase feedback and student input in the ongoing effort to maintain dynamic, quality, responsive services for all students.

The needs of SBCC's diverse student population are regularly identified, assessed, and evaluated using a variety of qualitative and quantitative research carried out by the Office of Institutional Research and Planning and expressed through the *Institutional Effectiveness Report*, *Student College Experiences Survey*, Student Support Services PSLOs, and Student Support Services program reviews.<sup>252, 253</sup> These institutional documents, reviewed regularly by student support services personnel, provide valuable information regarding student access, progress, learning, and completion and inform and guide short- and long-range planning for student support services.<sup>254, 255</sup>

### Actionable Improvement Plan

None

## STANDARD IIB.2

**The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

### a. General Information

<sup>251</sup> [2014 Reflections on SBCC](#) (page 19)

<sup>252</sup> [Student Support Services SLO List](#)

<sup>253</sup> [Student Support Services Program Review - Academic Counseling](#)

<sup>254</sup> [Institutional Effectiveness Report 2013-14 March 2015](#)

<sup>255</sup> [Application and Enrollment](#)

- Official Name, Address(es), Telephone Number(s), and website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

**b. Requirements**

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

**c. Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**d. Locations or Publications Where Other Policies may be Found**

## Descriptive Summary

Effective 2013-14, the College has one catalog for the credit and noncredit programs. The college catalog is updated and published annually. A variety of student support service faculty and staff participate in the annual update. The College Catalog Review Schedule, which includes a listing of who is responsible for each section of the catalog, is coordinated through the Office of Marketing and Publications. Each year the responsible parties update the college catalog electronically. The college catalog is published annually in hard copy and is available on the SBCC website and other online catalog retrieval systems such as CollegeSource, a web-based database of college catalogs. A hard copy of the college catalog may be purchased from the SBCC Bookstore. The catalog is distributed campus wide by the Office of Marketing and Publications, which includes delivery to all faculty mailboxes and departments. Additionally, catalogs are delivered to local high schools and mailed to other high schools and colleges upon request.

The *2014-15 College Catalog* lists general information on the following pages:<sup>256</sup>

<sup>256</sup> [2014-2015 General Catalog](#)

- Official name, Addresses, Telephone Numbers, and website Address of the Institution (page 3)
- Educational Mission: (page 14)
- Course, Program and Degree Offerings: (pages 76-557)
- Academic Calendar and Program Length: (pages 6-7)
- Academic Freedom Statement: (page 56)
- Available Student Financial Aid: (pages 27-30)
- Available Learning Resources: (pages 39 and 357)
- Names and Degrees of Administration and Faculty: (pages 560-569)
- Names of Governing Board members: (page 8)

Students who are requesting accommodations on the basis of disability, including an alternate format of the catalog or schedule, are referred to the Disabilities Specialists in the Disabled Student Programs and Services (DSPS) Department, who provide those accommodations.

The College includes requirements for Admissions, Student Fees and Other Financial Obligations, and Degree, Certificates, Graduation, and Transfer in the college catalog, the credit schedule of classes, and the college website. General and program specific admissions requirements and procedures are posted to the college website under Steps to Enrollment, [sbcc.edu/apply](http://sbcc.edu/apply), as are supplemental admissions requirements appropriate to special populations such as international students.

In the *2014-15 College Catalog*, these requirements appear on the following pages:

- Admissions: (pages 18-21)
- Student Fees and Other Financial Obligations: (pages 26-27)
- Degree, Certificates, Graduation and Transfer: (pages 76-557)
- Special noncredit program based procedures for students enrolling in Adult Basic Education, Adult High School, GED, Bilingual GED, ESL, and short term Vocational programs are listed both in the noncredit printed and online schedule.

Information about major policies affecting students appear in the printed college catalog and also on the college website. In the *2014-15 College Catalog* this information is listed in the following pages:

- Academic Regulations: (pages 44-76)
- Academic Honesty policy: (pages 49-52)
- Non-Discrimination policy: (pages 46-49)
- Acceptance of Transfer Credits Policy: (pages 72-73)
- Grievance and Complaint Policy: (page 46)
- Sexual Harassment Policy: (pages 46-49)
- Refund of Fees Policy: (page 26-27)



Other College policies that apply to students are published in the college catalog and the credit and noncredit schedule of classes or on the college website under Board Policies and Administrative Procedures.<sup>257</sup>

## Self Evaluation

The College meets the standard. The SBCC catalog both in print and online, contains the required information, is updated annually, and is widely accessible.

The College publishes major policies affecting students in the college catalog, credit and noncredit schedules of classes, and on the college website.

The College provides a comprehensive catalog, credit and noncredit schedules of classes, and college website with policies published in full or summaries. The Board Policy and Administrative Procedures Committee (BPAP) conducts a regular review of existing Board policies and administrative procedures, updates them as needed, posts the updates, and recommends new ones in response to changes in relevant laws, regulations, and pertinent standards.

## Actionable Improvement Plan

None

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## STANDARD IIB.3

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**STANDARD IIB.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

## Descriptive Summary

Santa Barbara City College student support services assure equitable access for all students and are committed to ensuring that student needs are met regardless of location by providing information and services for credit and noncredit students through traditional and technology-assisted methods. These support services, although centralized at SBCC's main campus, are also available to students enrolled exclusively online or attending credit and noncredit classes offered at

<sup>257</sup> [Board Policies and Administrative Procedures](#)

the Schott and Wake Campuses. Santa Barbara City College students have a variety of choices for how they access services. Student Support Services offer a number of venues, methods, and times to meet the diverse needs of students in both credit and noncredit programs.

### ***Main Campus***

Student support services offices at the main campuses are open no later than 8:00 a.m. and close at various times ranging from 4:15 p.m. to 6:00 p.m. (1:00 p.m. on Fridays). The hours of operation for student support services extend into the evening two nights per week to accommodate those students attending evening classes as well as day students. During busy periods of the semester, the College extends the hours as necessary to ensure necessary services are available for students. The locations, phone numbers, and hours of operation of student support services are listed along with email and contact information on the college website, in the college catalog, and in department brochures. Student support services at SBCC's main campus include the following.<sup>258, 259</sup>

- Academic Counseling Center
- Admissions and Records
- Articulation Office
- Assessment Center
- Athletic Achievement Zone
- California Work Opportunity and Responsibility to Children (CalWORKs)
- Career Center
- College Achievement Program (CAP)
- Disabled Student Program and Services (DSPS)
- Enrollment Services/Welcome Center/Outreach/Orientation
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid
- International Student Support Program (ISSP)
- Office of Student Life/Housing
- Student Health and Wellness Center
- Summer Bridge Programs
- Transfer Center
- Veterans Support and Resource Center

<sup>258</sup> [Santa Barbara City College website](#)

<sup>259</sup> [2014-2015 General Catalog](#)

### *Schott and Wake Campuses*

The College's noncredit program is housed off-campus at two locations, the Schott and Wake Campuses. Noncredit student support services support students enrolled in noncredit programs such as English as a Second Language (ESL), Adult High School (AHS), Adult Basic Education (ABE), General Education Development (GED), Bilingual GED, and short-term vocational certificates. The noncredit student support services program recognizes the importance of responding to the needs of a diverse population and fostering student success. Student support services offices at the Schott Campus are open no later than 8:30 a.m. and close at various times ranging from 5:00 p.m. to 6:30 p.m. (1:00 p.m. on Fridays). The hours of operation for student support services extend into the evening two nights per week to accommodate those students attending evening classes as well as day students. During busy periods of the semester, the College extends the hours as necessary to ensure necessary services are available for students. The locations, phone numbers, and hours of operation of student support services are listed along with email and contact information on the college website, in the college catalog, and in department brochures. The noncredit student support services offered at the Wake and Schott Campuses include the following.<sup>260, 261</sup>

- Academic Counseling and Advising
- Assessment and Placement
- Assistance with Transitioning to Credit Program
- Career Counseling and Advising
- Information and Registration
- Financial Aid Advising
- Follow-up Services
- Outreach and Recruitment
- Orientation
- Transcript Evaluation

Students apply for admission to the College using the online application on the SBCC website. Santa Barbara City College utilizes the California Community College Open CCCApply application. The structure and format of the application is closely monitored and revised by the California Community College Technology Center to minimize bias and also ensure the proper data is collected in order to meet State reporting requirements. Consistent with SBCC's status as a Hispanic Serving Institution, enrollment services are available in English and Spanish. The college application is available bilingually in both English and Spanish.<sup>262</sup> Students may choose

<sup>260</sup> [Santa Barbara City College website](#)

<sup>261</sup> [2014-2015 General Catalog](#)

<sup>262</sup> [Application and Enrollment](#)

traditional phone or in-person meetings, fax, email, services provided through the student portal, Pipeline, and the College's website.

Students are made aware of the many support services and resources available to them through multiple outlets, including the *Student Support Services Resource Guide*, the *Santa Barbara City College Catalog*, the student portal, Pipeline, credit and noncredit class schedules social media outlets, the College's website, a multimedia display board located outside the Campus Center, an online college events calendar, and program brochures. These sources contain detailed information about college programs, policies, and services.<sup>263, 264, 265, 266</sup>

### ***Reliable Services at All Locations***

To ensure that students receive reliable services regardless of location, student support services utilize technology and in-person interactions to deliver support services. Through SBCC's student portal, students can register, add and drop courses, order transcripts, apply for student aid, change personal information, view grades, apply for graduation, and monitor degree progress.

The use of technology in matriculation core services includes an online application and registration; orientation; career, academic and transfer educational planning; early alert; academic and progress probation and dismissal interventions via the student portal, Pipeline. State regulations mandate matriculation core services to assist students in developing and achieving appropriate educational goals. After applying for admission, students receive an email and a welcome letter and steps to enrollment document that outlines the necessary steps prior to registering for classes. Students are directed to come to the main campus to take the assessment tests in English, mathematics, ESL, and reading. (Currently, English, math, and reading assessments are not available at the Wake and Schott Campuses.) Students are able to complete a student orientation and to develop a two-semester abbreviated educational plan online. All first-time, new-to-college students must complete assessment, orientation, and advising which culminates in the completion of an abbreviated educational plan before they can access their priority enrollment appointment and register for classes.

Web pages, online intake processes, and emails are options for SBCC students to receive services and provide students with opportunities to submit general questions to the College at a time convenient to them. The College has seen an increase in access to technology-assisted student support services in addition to traditional face-to-face services. Some examples of these changes include the increase in dynamic and interactive web content and methodologies for communicating with students synchronously and asynchronously through the student portal, Pipeline, and the campus learning management system (LMS), Moodle. Face-to-face contact is still available and encouraged for students who are not as technologically-savvy or prefer in-

<sup>263</sup> [Student Services Resource Guide 2014](#)

<sup>264</sup> [2014-2015 General Catalog](#)

<sup>265</sup> [Class Schedules - Santa Barbara City College](#)

<sup>266</sup> [March 2015 Events Calendar](#)

person service. Through professional development opportunities, student support services staff continually work on improving their inquiry and customer service skills in order to ascertain a student's level of understanding as they provide assistance, either in-person at a computer or by telephone, while a student accesses the computer remotely. In this way, regardless of modality (online or in-person), students receive a uniformly high standard of support.

## Self Evaluation

Santa Barbara City College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable support services to students regardless of service location or delivery method, including technology-assisted student services. The College recognizes that technology and student needs are constantly changing. In order to sustain continuous quality improvement, student support services uses the vehicles of program review and strategic planning to identify student support service needs or tools to provide students with more effective synchronous or asynchronous access to student support services.

Credit and noncredit prospective and enrolled students have the opportunity to assess their needs for services through the College's matriculation process. In the credit and noncredit programs, this includes core services such as assessment; orientation; academic, career and transfer counseling and advising; and academic and persistence follow-up services.

The *Student Success and Support Plan* and the *Student Equity Plan* include both credit and noncredit strategies for college wide access to services regardless of location.<sup>267, 268</sup> Noncredit enrollment services include developing and implementing recruitment plans and coordinating post-admissions presentations and tours to the credit campus for Adult High School, GED, and ESL students. In addition, marketing activities include flyers, posters, brochures, and information packets and banners in Spanish and English. Credit and noncredit Enrollment Services strategies target non-traditional, at-risk students through local TV and radio stations and participation in community events. Bilingual counselors and advisors provide career and academic counseling services and financial aid workshops in Spanish and English.

Respondents to the *2013 Student College Experiences Survey* indicated greater reliance on Internet-based information about SBCC, with 80% using the college website.<sup>269</sup> Based on this survey, the College in spring 2015 redesigned its student support services website to provide a more user-friendly web presence. Student support services have made a concerted effort to make their services available to all students at all college sites/locations. These efforts have resulted in the availability of online orientation, online career, academic and transfer counseling, online academic and progress probation/dismissal interventions, and increased use of support services websites and email via the student portal, Pipeline, to disseminate timely and accurate information.

<sup>267</sup> [Student Success and Support Program Plan](#)

<sup>268</sup> [Student Equity Plan 2014](#)

<sup>269</sup> [2013 Spring Student Experiences Survey Report](#) (page 27)

In fall 2015, academic, career and transfer counselors will implement an online counseling option designed to provide counseling services on the web to students who are enrolled in both online and on-campus classes. Online Live Drop-in Counseling – will be available to students Tuesday and Wednesdays from 8-12pm. The service utilizes ZOOM conferencing technology for individual online live drop-in counseling sessions. This expanded offering rounds out the comprehensiveness of student services regardless of location.

### Actionable Improvement Plan

The College will address the current requirement that all new-to-college students are directed to come to the main campus to complete English and math assessment exams for placement by implementing an online assessment and placement tool to ensure equitable access for all new-to-college students so they are able to complete all mandated matriculation services asynchronously.

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**STANDARD IIB.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

### Descriptive Summary

Through curricular and co-curricular offerings, SBCC students have the opportunity to participate in a wide range of activities and events that promote intellectual, aesthetic, and personal development. This is reflected in the College Mission and Institutional Student Learning Outcomes IV and VI:

*Mission:*

*As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.*

*ISLO IV: Social, Cultural, Environmental and Aesthetic Perspectives*

*Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.*

*ISLO VI: Personal, Academic and Career Development*

*Students will be able to assess their own knowledge, skills, and abilities; set personal, educational, and career goals; work independently and in group settings; and identify lifestyle choices that promote self-reliance and physical, mental and social health.*

### ***Personal and Civic Responsibility***

Personal and civic responsibility is at the heart of SBCC's Honor Code.<sup>270</sup> Written jointly with students, faculty, and administration, students are required to read and acknowledge the Honor Code as part of the enrollment process each semester. By acknowledging the SBCC Honor Code, students pledge to respect their community and those who live in it in addition to their academic responsibilities.

The Associated Student Government (ASG) of SBCC provides opportunities for students to gain and demonstrate leadership skills by active participation in the student governance process. All students are encouraged and invited to participate. Annually, student officers are elected by the student body in the positions of President, Vice President Senate Affairs, Vice President External Affairs, Vice President Finance, Student Trustee, Public Relations, Student Advocate, Commissioner of Clubs, and 10 Student Senator positions. Members of the ASG serve on key college committees that participate in the governance process of the College including but not limited to College Planning Council, Academic Senate, Program Evaluation Committee, Student Success and Support Committee, Student Equity and *Program Location and Land Use Master Plan* Committee. The Associated Student Government President meets regularly with the Superintendent/President as well as the Academic Senate President. The Student Trustee sits with the Board at the Board of Trustees meetings and serves on as many of the sub-committees of the Board of Trustees as deemed necessary by the President of the Associated Student Government.

The Associated Student Government meets weekly, publishes a monthly newsletter, and promotes various volunteer projects throughout the campus and the community at large. For example, the ASG creates a team for the United Day of Caring annually and in fall 2014 participated in the Heart and Sole Aids Walk. In March the Associated Student Government (ASG) and members of the general student body attend the March in March, a student advocacy event, in Sacramento. A primary goal of the 2014-15 ASG is to partner with the UCSB Associated Students in order to collaborate, facilitate, and encourage civic and community responsibility among both student populations. For example, in fall 2014 the ASG and SBCC co-sponsored the Meet Your Neighbor Day with the Isla Vista Parks and Recreation and UCSB Associated Students.

Student Clubs are chartered through the ASG and supported by the Office of Student Life. In 2013-14, the Office of Student Life listed 69 active, chartered clubs.<sup>271</sup> Currently there are 58 active, chartered clubs for 2014-15. Clubs include 2020 A Year Without War with the goal of a global cease-fire by the year 2020, the Pangea Club with the goal to share different cultures and

<sup>270</sup> [Santa Barbara City College Honor Code](#)

<sup>271</sup> [2014-2015 Club List](#)

raise cultural awareness, and the Women in Science and Engineering (WISE) Club with the goal to promote the interests of women in the fields of science, technology, engineering, and math.<sup>272</sup>

In fall 2014, Student Health Services launched the City College Connect program. City College Connect is designed to help students live healthy and balanced lifestyles by sharing information and strategies through fun, effective, and interactive ways.<sup>273</sup> Through peer education, City College Connect brings awareness to issues students deal with every day (e.g., stress, relationships, nutrition, drinking, and drugs) and encourages students to make choices that promote physical, mental, and social health. The program is very active on campus working directly with students in their booth, their club, and social media.

### ***Intellectual Development***

Intellectual development is fostered in the classroom but also through co-curricular activities that the College supports. Although there are numerous college wide lectures that are sponsored by individual departments, two more broad-ranging lecture series stand out.

The *Leonardo Dorantes Memorial Lecture* is held each fall in memory of a beloved second-year SBCC student and Mexican immigrant, Leonardo Dorantes.<sup>274</sup> In November 1990, Leonardo was tragically killed in an assault with racial overtones. The lecture series was then introduced in 1991 by the SBCC Foundation, designed to heighten the understanding of racial and ethnic differences and shared commonalities in Santa Barbara. The 2013-14 lecturer, Erin Gruwell, founded the Freedom Writers Foundation, and the 2014-15 lecturers, Mathew Boger and Tim Zaal, presented their true story about the reconciliation of a perpetrator and a victim of a hate crime.

A second college wide event that offers opportunities for intellectual enrichment is the annual faculty lecture series. Each year a Faculty Lecturer is chosen to present a lecture on a scholarly subject of general interest to students, staff, and faculty in the spring semester. The 2013-14 lecturer, Blake Barron, Professor of Biological Sciences, presented a lecture titled “Sex, Drugs and Rock and Roll: Sensations and Rhythms of Life.” Through these forums, students are exposed to experiences that shape society and require engagement.

Other examples of co-curricular activities include national and international competitions related to a particular field of study. One such example is the College’s participation in the Association for Computing Machinery’s International Collegiate Programming Contest (ACM ICPC) Southern California Regionals every year. ACM ICPC is an event where students from around the world meet and compete by solving difficult programming problems in the least amount of time. SBCC fields two or three diverse teams of students who typically are quite successful and regularly place higher than four-year institutions.

Other co-curricular activities include the Lancaster Speech Showcase, now in its 30<sup>th</sup> year, an annual competition in which Communication majors can gain experience in front of a large audience and put into practice what they have been learning. In addition, students have access to

<sup>272</sup> [2020 A Year Without War](#)

<sup>273</sup> [City College Connect Description](#)

<sup>274</sup> [Dorantes Lecture Flyer Samples](#)



a number of internship opportunities that allow them to put what they are learning into practice. One example is the Nanosystems, Science, and Technology Internships. These internships are hosted by the California NanoSystems Institute at the University of California, Santa Barbara. Selected SBCC students participate in the three-week program where they are matched individually with UCSB faculty and graduate student mentors who provide training and support. During the internship, students gain first-hand experience in scientific investigation.

Along with intellectual development, students are encouraged to cultivate their aesthetic appreciation in various forms, including the arts, music, and special events. Santa Barbara City College encourages aesthetic appreciation through the visual and performing arts. The Atkinson Gallery, Santa Barbara City College Art Department's showcase for the visual arts, hosts six exhibitions of contemporary art each academic year featuring international, national, regional and student artists working in a wide range of styles and media. A student showcase is also held once a year. This is a teaching gallery, and the director invites students from other programs as well as guest artists to give lectures.

The Theatre Group at SBCC is the oldest producing theatre organization in Santa Barbara County. Faculty encourage students to attend the live productions staged on campus. Students can audition for every show and they also serve as crew for the productions, including roles in lighting, costuming, and stage design. A student acts as the stage manager. This provides opportunity for instruction in the performing arts and also provides students the opportunity to become accustomed to live theatre productions. Productions span a wide variety, and a recent example is *Ground*, written by Lisa Dillman and directed by R Michael Gros. It depicts a challenging personal drama, which takes place on the border of New Mexico and Mexico, and focuses on the clash of culture, law and visible and invisible boundaries.

Major concerts take place in both fall and spring with the Harold Dunn Memorial Concert Series. Symphony, Concert Band, Chamber Music, Choir, Jazz Groups, and Pop and Electronic music performances are held in the SBCC theatres as well as at local music clubs.

The Library also encourages aesthetic development by providing events like The Edible Book Festival competition, which is an opportunity for interested SBCC faculty, staff, and students to use their imagination to create an "edible book." Held during the International Book Festival on or near April 1 throughout the world, this event unites book readers and food lovers from all cultures.

In addition to supporting intellectual and aesthetic enrichment, Santa Barbara City College also provides opportunities for personal development in order to recognize that each student is a whole person in need of outlets for developing all aspects of the self. The College offers a number of classroom-based opportunities for personal development along with those outside of the classroom.

Personal Development (PD) courses at SBCC, as well as a diverse array of support services, allow the student to develop and organize his or her program of courses, co-curricular activities, and use of support services to achieve desired career training, educational goals, life management skills and leadership skills. PD courses provide opportunities for students to increase their potential for success, develop leadership competencies and management skills, and evaluate and

plan their educational programs and career goals. For example, PD 100 College Success teaches students to clarify their educational objectives and develop the skills necessary to reach them. Topics include time management, reading and study skills, goal-setting, career planning, and communication skills.

Intercollegiate Athletics also provides numerous opportunities for personal development. Participating in a sport requires goal-setting, prioritizing, discipline, and the ability to work with others effectively. These personal skills prove useful on the field, in the classroom, and beyond. In order to achieve their goals, athletes benefit from a team of people who support their academic success at the College, along with their personal growth. These include coaches, athletic counselors, program advisors, teammates, faculty, and the support of the Academic Achievement Zone, a dedicated space where athletes can work with tutors and receive support in achieving their academic goals.

In turn, athletes contribute to the College in multiple ways, particularly through the student club that they founded, the SBCC Vaqueros Captains' Council. The Council is a student organization and club composed of the leaders of each of Santa Barbara City College's 18 intercollegiate athletics teams. The Council works with the athletics department administration and the Associated Student Government (ASG) of SBCC on a variety of issues and events. The Captains' Council serves as a forum for student-athletes; a voice for all student-athletes in the athletics department; a way to ensure that all student-athletes remain integrated in the campus community; as well as an opportunity to develop leadership skills different from those on the field or court. For example:

- During the academic year, the Captain's Council meets every two weeks to discuss community service initiatives, positive activities and events for student-athletes to take part in, and any governance issues that they would like to bring to the attention of the Associated Student Government.
- In spring 2013, the Captain's Council launched an initiative advocating for student-athletes to receive a higher registration priority due to time and eligibility requirements, NCAA eligibility bylaws, and recommendations by the Student Success Task Force. Representatives of the Captain's Council made presentations to the ASG and the Student Success and Support Committee and obtained their unanimous support, ultimately getting the initiative approved by the Academic Senate and implemented in spring of 2014.
- In fall 2013 the Captain's Council initiated an all-athlete bowling event around Halloween as an alternative to celebrating in Isla Vista. The annual "Halloween Bowl" offers a positive alternative for student-athletes to stay healthy and safe on one of the most alluring and dangerous nights of the year.
- In spring 2014, The Captain's Council started a youth fitness initiative at Washington Elementary School involving several teams and began conducting a skills demonstration of their sport, including interactive training in each sport for the elementary school students.

The Extended Opportunities Program and Services (EOPS) is another program that provides participants with opportunities to develop personal responsibility and serve the local community through volunteer activities. The EOPS student club earns a stipend by cleaning La Playa Stadium after intercollegiate and community events. In 2013, the stipend was used to support an 18 year old SBCC student whose mother passed away unexpectedly. In 2014, the stipend was used to purchase items for the homeless, such as blankets and toiletries.

Similarly, credit ESL students have a variety of opportunities to engage in the community both within and beyond the classroom. The ESL Club meets regularly on campus to plan formal activities for students. Teachers announce campus and community events to students. The PASS program integrates a number of special activities for students who are seeking advising as well as information on CTE programs. Each spring, credit ESL students have the opportunity to attend tours of popular CTE programs, such as Early Childhood Education, Cosmetology, Automotive Technology, Culinary Arts, and Vocational Nursing. In both credit and noncredit ESL, advising and counseling services are available to students, and students are encouraged to meet with Student Support Services staff regularly as appropriate. Students completing the final level of credit ESL are invited to attend the ESL ceremony in spring to honor their achievements. Each fall, an exemplary ESL student is honored with the Peter A. Alevra Scholarship, an award that recognizes an ESL student who combines exceptional academics with dedicated community service. Both noncredit and credit ESL programs encourage students to become involved in their classes, school, and community.

Another student-led personal development activity is offered by City College Connect, a newly formed peer health education club. Peer mentors offer 30-minute classroom presentations on a variety of health-related topics, including diet and nutrition, stress management, and alcohol and drug education. City College Connect defines its mission in this way: “Our goal is to help students live healthy and balanced lifestyles through sharing information and strategies through fun, effective, and interactive ways.” As peer mentors, students also develop their public speaking skills along with providing support to fellow students.

### Self Evaluation

The College meets the standard. The College provides numerous activities and opportunities to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for students. The institution is committed to the scope of this standard as evidenced in the themes and competencies associated with the Institutional Student Learning Outcomes. ISLO IV, Social, Cultural, Environmental, and Aesthetic Perspectives, and ISLO VI, Personal, Academic, and Career Development, both support this standard.<sup>275</sup>

### Actionable Improvement Plan

None

<sup>275</sup> [Santa Barbara City College ISLOs](#)

**STANDARD IIB.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

## Descriptive Summary

Santa Barbara City College designs, maintains, and evaluates counseling programs to support student development and success. SBCC counseling faculty offer a wide-range of counseling services through a variety of programs including career counseling, transfer counseling, personal counseling (part of the Student Health and Wellness Center), and academic counseling and program advisement. Counseling faculty (career, academic, personal, and transfer counselors) empower students by providing college program information and by counseling students to establish goals, evaluate options, develop an educational plan, and to learn to study effectively so they may reach their educational and career goals. In collaboration with the Dean and Associate Dean, Educational Programs—Student Support Services, directors and department chairs in their respective program areas provide leadership for and coordination of counseling services. Through program review and assessment of Program Student Learning Outcomes (PSLOs), counseling and advising services continue to be regularly evaluated and improved.

Counseling faculty and staff understand the important role of delivering counseling and advising services to traditional, nontraditional, and special populations of students. As the student population changes and its need for services change, adjustments are made in counseling and advising services to accommodate those needs both in-person and in online formats. Counseling services have also expanded to address the needs of veterans and students who seek mental health counseling through Student Health and Wellness Services. In addition, the College continues to evolve in its process of planning a successful implementation of educational plan development through orientation, counseling, and advising per SB 1456, the Student Success Act of 2012.

Counseling services support the diverse population and needs of the student population at Santa Barbara City College. The counseling services component provides academic advice as well as academic and educational planning opportunities for all students.

The counseling department has day and evening hours available throughout the week, and bilingual counselors are available as well. Per the *Student Support Services Resource Guide 2014*, career, academic, personal, and transfer counselors provide counseling services in more than twenty unique and varied student support service programs.<sup>276</sup> Twenty-nine full-time and 22 adjunct counselors are available to assist students seeking counseling services at SBCC's main campus in the following programs: Academic Counseling, Career Center, Transfer Center, iPath, STEM, Express to Success, EOPS, DSPPS, and Student Health Services. Counseling faculty use various in-person and online delivery methods to provide a comprehensive program of services

<sup>276</sup> [Student Services Resource Guide 2014](#)

that support and enhance student development and success. Online counseling is available through the “AskMe” site.<sup>277</sup>

Counselors utilize the student portal to inform students about important deadlines and special programs for which they qualify. Academic, career and transfer counseling workshops, classroom presentations, and tutorials also communicate relevant and needed content to students who may not otherwise seek out counseling services. Particularly noteworthy has been the growth of Personal Development (PD) class offerings such as: Personal Awareness, Strategies for Student Success, College Success, International Students Orientation, Career Planning, Stress Management and Wellness, Academic Planning, and Career Planning.

Academic, Career, and Transfer counselors have been actively involved in all aspects of Student Success and Support Program (SSSP) and Student Equity Program (SEP) implementation, resource allocation, and training. As part of the SSSP and SEP plans and through its continuous improvement efforts, over the past year counseling departments have worked closely with other student support services programs to:

- Update online and in-person orientations and advising sessions;
- Pilot a “Case Management” approach to academic, career and transfer counseling;
- Implement DegreeWorks as the institution’s educational planning tool;
- Update Student Support Services websites to make critical information more accessible;
- Revamp the College’s probation/dismissal interventions; and
- Identify the appropriate organizational structure and required resources for all transcript analysis activities that are currently operating in a decentralized manner. The College engaged in a Business Process Analysis (BPA) in conjunction with Degree Works implementation in order to assess the need.

Academic, career, and transfer counselors offer both drop-in and group counseling sessions. In addition to face-to-face counseling, the Counseling Department also offers online counseling services to students who wish to access services using web-based technology. The “AskMe” online counseling services program provides students with answers to questions related to academic, career, and transfer counseling services, college programs, and academic planning. All new-to-college students are required and transfer students are encouraged to complete orientation, assessment, and counseling services, including the development of an abbreviated educational plan. Comprehensive educational plans are also available and encouraged for all students.

### ***Major Types of Counseling Services***

In order to meet the needs of its diverse student population, the College provides counseling services in six major categories, all designed to best fit specific needs of students.

<sup>277</sup> [ASK ME Utilization Report](#)

### *Academic Counseling*

The Academic Counseling Center (ACC) provides counseling and advising services that assist students with attaining their educational, career, and life goals. Academic counselors take a “proactive approach” to academic counseling and welcome the opportunity to discuss with students any topics that may contribute to a more satisfying college experience: identifying educational goals, a program of study, preparing for registration, selection of appropriate courses, developing abbreviated and comprehensive educational plans, and student success counseling that will further their academic, career, and personal goals. Throughout the term, counselors assist students with academic, personal, career, and transfer advising. Counselors also emphasize the development of an abbreviated student educational plans prior to registering for classes and a comprehensive student educational plan (SEP) after attending two semesters. The design of counseling services extends to the classroom. Counseling services are infused in a multitude of classes. The Academic Counseling Center has a team of counselors who provide in-class workshops to students in multiple disciplines (for example, Communication, Engineering, English, Honors Courses, and Social Science). During in-class workshops, counselors educate and engage students in the process of developing their one to two semester abbreviated educational plan. The Academic Counseling Center is committed to continuing the coordination and delivery of in-class student educational planning workshops. These workshops are comprehensive, valuable, and proven to be very effective based on the feedback received from students and faculty. This modality provides academic planning and counseling services to a large number of students.

### *Career Counseling*

The Career Center is designed for students who are looking for further guidance toward identifying and selecting educational goals, programs of study, career choices, and career goals. Career counselors direct students at various stages of the goal identification and career development process to inspire them to realize their full academic and/or career technical potential and to prepare them for achieving their goals.

### *Transfer Counseling*

The Transfer Center provides transfer counseling to students who are preparing to transfer to a four-year college or university by providing accurate, up-to-date information, and a set of coordinated resources, activities, and services that support the transfer process. Transfer counselors are committed to helping make students transfer goals a reality through transfer workshops, appointments with four-year university admissions representatives, articulation agreements, and transfer admission guarantees (TAG).

### *Personal Counseling*

Student Health and Wellness Services provide personal counseling to assist primarily with non-academic concerns (e.g., alcohol, drug, and tobacco abuse) and personal development issues that impact students’ personal and educational goals. Short term personal counseling is available for current students who are struggling with a wide array of adjustment issues, transition problems,

and mental health concerns. Personal counselors can also make external referral information available to students who need long-term counseling, support, or services not available at SBCC.

### ***EOPS Counseling***

According to the Title 5 California Code of Regulations, Extended Opportunity Programs and Services (EOPS) students are mandated to meet with an EOPS counselor three times every semester. The EOPS counselor provides academic support for financially and academically disadvantaged students. The goal of the EOPS academic counselor is to help eligible students meet their educational goals, whether they seek an associate degree, transfer to four-year institutions, or career technical certificates. EOPS counselors work closely with the academic counseling department for training, updates on transfer and career matters, and changes in academic programs.

### ***DSPS Counseling***

The Disabled Student Program and Services (DSPS) learning disability specialists and counselors provide disability-related counseling services and reasonable accommodations (i.e., extended time on exams, access to assistive technology, alternate media, etc.) for students with temporary and permanent verified disabilities.

### ***Innovations in Delivery of Services***

In addition to the six major categories for the provision of counseling services, there are also a number of new initiatives that have been recently implemented or are currently in the planning stages. Each initiative has been designed, maintained, and evaluated (if currently existing) in order to ensure that it meets the specific needs of the students served. The academic, career, and transfer counseling departments have directed their attention to the following six strategic initiatives that enhance student development and success:

- Online educational planning and advising
- Implementation of virtual counseling
- Noncredit services and tools
- First Year Experience, iPATH, which includes counseling services for the cohort
- Early Alert (Grades First/SARS), with follow-up by a counselor when faculty report that a student is struggling
- Pilot Case Management approach for counseling services.

### ***Online Educational Planning and Advising***

In the credit program, technology-assisted counseling services and resources have expanded over the past six years. The design of credit counseling, orientation, and advising services significantly changed in the credit programs with the introduction and subsequent updates of the online orientation, advising, and educational planning tools. The increased demand for credit online

counseling and advising has coincided with the expansion of student enrollment in online classes. The increase in requests for online counseling and advising services is in addition to increased demand for in-person counseling services. During 2013-14, the Academic Counseling Center received 1,209 online counseling requests through the “AskMe” site.<sup>278</sup>

Students may access online career advising services through the Career Center website and through the Career Center’s student stations which provide computer access to occupational information, educational planning information, career assessment tools, and employment information. Similarly, the Transfer Center provides dedicated telephone lines and computer stations with applications such as u.achieve, the current online degree audit and reporting system. Transfer counselors teach students how to use these tools to research transfer information, contact transfer institution representatives, access articulation, and evaluate their certificate, degree, and transfer progress.

The design and enhancement of technology resources for credit counselors is ongoing in order to improve counseling effectiveness. The technology tools that support counselors’ effectiveness are:

- The Appointment Scheduling and Reporting System (SARS), which is an appointment scheduling and service tracking utilization system;
- Online tutorials for Intersegmental General Education Transfer Curriculum (IGETC);
- Transfer Admission Guarantees (TAG);
- Articulation System Stimulating Interinstitutional Student Transfer (ASSIST);
- WebNow, the College’s document imaging, indexing and retrieval system;
- Job Connection, a free online application that provides access to employer job related information, internships, and volunteer opportunities in support of career counseling services;
- DegreeWorks (implementation underway), the online educational planning system that allows students to design semester-by-semester educational plans that will provide a road-map of all course requirements toward the student’s selected educational goal.

### ***Implementation of Virtual Counseling***

Another innovation is the implementation of virtual counseling, launched by the Transfer Academy (TA), a program within the Transfer Center, in 2013 as a means of offering interactive Counseling in a more accessible modality. A TA counselor can meet with a student via the web and provide the following services:

- Academic planning preparation
- Institutional and transfer admission requirements
- Assistance in planning and implementing immediate and long range goals

<sup>278</sup> [ASK ME Utilization Report](#)



- Develop abbreviated and comprehensive Student Educational Plans
- Conduct student success interventions
- Evaluate U.S. college transcripts
- Provide support for student success at Santa Barbara City College

### ***Noncredit Services and Tools***

As with all credit programs, noncredit counseling and advising services are designed to meet the needs of a diverse population of prospective, current, and returning students. To this end, the noncredit academic and career counselor and student program advisors provide noncredit advising and follow-up services in English and Spanish at the Schott Campus and the Santa Barbara County Jail. Noncredit academic and career counseling and advising is also provided by email and phone.

Because of special needs and prior history regarding software tools used in noncredit programs, some of the noncredit software is specialized. The technology tools that support noncredit counselors' effectiveness are:

- The Appointment Scheduling and Reporting System (SARS),
- Lumens, the enrollment management software currently utilized by noncredit programs, and
- AERIES, a student information system for adult high school/GED students.

Other tools include the student portal, Pipeline, and Argos and Tableau, two software programs for compiling data which provide access to customized cohort research and reports. Effective summer 2015, the noncredit educational programs are migrating to the Banner by Ellucian system, the same enrollment management system currently used by credit programs. This change offers a fully integrated enterprise resource planning system with credit educational programs.

### ***First Year Experience (iPATH)***

In 2014, through a partnership established with the California State University system, Santa Barbara City College implemented a First Year Experience (FYE) program, iPATH, following a thematic Learning Community (LC) model. The intent of the FYE general education program is to provide an alternate general education option to students pursuing an educational goal of transfer from SBCC to a California public four-year institution. Through this alternate GE delivery framework, the program strives to achieve the following objectives:

- Increase persistence and reduce time to degree completion
- Attain general education learning outcomes
- Establish interconnectedness of multiple disciplines
- Promote teamwork and collaborative approaches

- Apply content theory in personal and global contexts
- Foster students’ lifelong, independent learning

The implementation of the FYE program will require a cohort/caseload counseling approach to ensure successful academic planning and proactive counseling interventions with regular follow-up and appropriate referrals, working in close collaboration with the Learning Community faculty.

***Early Alert (SBCC OnTrack)***

To ensure that every student takes full advantage of the educational opportunities at the College, Santa Barbara City College has implemented a retention program supported by the campus wide “Early Alert” progress report platform. The goal of the Early Alert program is to improve students’ persistence and promote the development of cognitive and affective skills. Counseling faculty use reports from “Early Alert” to provide follow-up to students or appropriate referrals to other support services. The system allows faculty to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention with students who are experiencing problems that affect academic performance. The “Early Alert” program is designed for faculty to identify students in the 5th or 6th week of the semester who need assistance because of academic performance, class participation, and/or behavior issues. The OnTrack software system for “Early Alert” is a core component of SBCC’s retention, completion, and transfer strategy.

***Pilot: Case Management Approach for Counseling Services***

The newest innovation in counseling services is transition to a case management model. The case management model will support new-to-college students throughout their academic journey at SBCC. The case management counselor is the point person for new-to-college local high school students. The case management counselor will advise students in exploring and defining their educational goals, monitor their progress toward the attainment and completion of their goals, and be a first responder in supporting students to overcome challenges that threaten to derail them from the timely completion of their academic or career technical goals. Research documents the importance of relational touch points as espoused by The Research and Planning Group’s (RPgroup) “Student Support (Re) Defined” research report. It documents how six success factors, including feeling directed, focused, nurtured, engaged, connected, and valued, can improve student success for all students. In a case management model, all six of these factors will be cultivated.

***Professional Development to Prepare Faculty and Applicable Staff for Advising Functions***

In order to provide excellent counseling and advising services, ongoing professional development of faculty is essential. The College assures that career, academic, personal, and transfer counselors are appropriately prepared to provide quality counseling and advising services. New academic counselors go through an extensive systematic training process. The training for new

academic counselors incorporates several methods of teaching and learning. Some of the methods include following a structured training schedule, observing student appointments with different counselors, performing counseling under the supervision of a trained counselor, responding to a variety of scenarios depicting common issues for counselors in their work with students, continuously assessing progress, practicing transcript evaluations, and meeting regularly with counselors to discuss student appointments and application of knowledge. The evaluation process ensures that each academic counselor under review possesses the required knowledge and skills in order to provide sound advice and guidance in assisting students to choose the right path in achieving their educational objectives, as well as personal development goals. Furthermore, an evaluation process encourages academic counselors to stay up-to-date on ever-changing and challenging academic information and requirements.

Beyond the initial training period, all counseling faculty regularly obtain training through the department and by attending seminars, workshops, and conferences. Counselors have many opportunities for professional development through activities such as classroom observations, attendance at instructional department and/or division meetings, guest speaker presentations, departmental full day in-service meetings, regular “training tips” sent via email, and annually updated counselor binders outlining pertinent transfer information. Counseling faculty and staff also attend regional and state conferences and workshops to maintain currency, particularly as it relates to the transfer process.

Training for different counseling processes is offered throughout the year. Counseling faculty and staff convene during weekly department meetings that serve as a venue for cross-training among the counselors in each person’s specialty area, which include subpopulations of students who are athletes, veterans, financially disadvantaged, academically under-prepared, or diagnosed with a disability. The meetings also address current events and/or professional development/counseling techniques and best practices as they relate to counseling services. During these meetings, counselors also have the opportunity to share information obtained through their participation in professional development workshops.

To enhance student success, SBCC counselors receive ongoing training in new procedures such as probation and dismissal petitions, academic renewal, and pre-requisite clearance. The counseling department collaborates with other departments on campus to ensure institutional understanding of student needs and requirements for college success. Faculty and staff from various disciplines routinely attend department meetings to provide training or to collaborate with counselors on course or program updates. Counseling faculty actively participate on numerous committees, including but not limited to the Curriculum Advisory Committee, Student Success and Support Advisory Committee (formerly known as matriculation), Partnership for Student Success, Scholastic Standards, Honors Advisory, Instructional Technology Committee, Planning and Resources, EOPS/Financial Aid Advisory Committee, Department Chair, and the Academic Senate. Counselors also serve as liaisons to academic departments.<sup>279</sup>

<sup>279</sup> [Counselor Cluster - Department Liaison List](#)

The quality of Student Support Services is maintained through the process of conducting regular faculty evaluations. Faculty evaluations of counselors are given during the first three semesters of the tenure process and once a year during the last two years. As part of the faculty evaluation process, students fill out evaluation surveys to critique the faculty member and program services. Evaluations and student surveys are conducted once every three years for counselors who have achieved tenure. All full-time and adjunct counselors serving noncredit and credit students hold master's or doctorate degrees in counseling-related disciplines. Qualifications of full-time, temporary contract, and adjunct counselors meet or exceed the minimum qualifications for counselors as defined by the Statewide Academic Senate for California Community Colleges.<sup>280</sup>

In addition, the College's faculty professional development program offers workshops, training opportunities, and two days of inter-disciplinary activities at the beginning of each fall and spring semester.<sup>281</sup> Training for contract and part-time credit and noncredit counseling faculty is provided through regional and statewide conferences such as:

- Association of Community and Continuing Education annual conference
- California Community Colleges Student Services conference
- California Association on Post-Secondary Education
- Disability conference
- Distance Learning Counselor conference
- National Orientation Directors Association conference
- Regional articulation meetings
- Southern California Intersegmental Articulation Council meetings
- State Academic Senate Institute
- University of California and California State University counselor conferences
- University of California's Ensuring Student Success conference

Counselors and advisors who are assigned to advise selected populations receive training in that specialty:

- Counselors who advise student athletes receive specialized training related to NCAA requirements through attendance at the 3C4A conferences for athletics.
- Counselors who advise veterans use training materials provided by the Veterans Affairs, Department of Veterans Affairs, California State Approving Agency for Veterans education, and the Veterans Troops to College website.

<sup>280</sup> [Minimum Qualifications for Counselors](#)

<sup>281</sup> [All Campus Fall 2014 Kickoff Agenda](#)

- Career Center counselors are trained in the use of Myers-Briggs Type Indicator and Strong Interest Inventory.
- Reentry and Career Center counselors attend a Special Populations conference presented by Joint Special Populations Statewide Advisory Committee (JSPAC) and receive training on selected topics each month such as advanced resume writing.
- Counselors advising students with disabilities attend Office of Civil Rights workshops regarding current case-law and compliance with ADA, 504, 508, and training workshops in interpretation of disability-related diagnostic and psychometric documents.
- EOPS counselors attend the California Community College Chancellor’s Office EOPS conferences.

## Self Evaluation

The College meets the standard. Counseling programs are assessed and enhanced through continuous and systematic program review and Program Student Learning Outcomes (PSLO) processes. Addressing SB 1456, the Student Success Act of 2012, and changes to the Title 5 California Code of Regulations has been a major focus of counseling services since fall 2012. The Student Success and Support Program Advisory Committee, co-chaired by the Dean, Educational Programs— Student Support Services, began to develop a sustainable organizational framework to ensure that the Student Success and Support Program mandates are efficiently and effectively institutionalized in time for and beyond the state-mandated fall 2014 implementation timeline.

Based on the demand for in-person services, in 2013-14 (15,696 unduplicated students were served), the delivery of credit academic advising was redesigned. Modifications include the expansion of the online self-directed advising, small group face-to-face advising, increased one-day comprehensive orientation/assessment/advising/registration sessions on site and at the local high schools, and the increased use of online advising tools. Online new-to-college student advising is operational and was utilized by over 5,064 students enrolling in 2013, compared to 4,689 in 2012. Aside from online advising and orientation, other recent innovations include “Early Alert” and specialized services and tools to support noncredit students.

The *2013 Student College Experiences Survey* shows that on average 90% of students are satisfied with counseling services received from academic counseling, career counseling, EOPS/CARE, Student Health and Wellness, and transfer counseling.<sup>282</sup> Student survey results from the Academic Counseling Center Counselor Evaluations show that students are overwhelmingly positive in their evaluation of academic counseling services: 95% of surveyed students strongly agree or agree that they would recommend counseling services to others. After meeting with academic counselors, 92% of students state that they have a better understanding of how to construct a balanced and realistic educational plan, while 92% state that they have a better understanding of what it takes to be a successful student. In addition, 96% of surveyed students

<sup>282</sup> [2013 Spring Student Experiences Survey Report](#) (page 52)

report that they receive clear, concise, and accurate information from the academic counseling center's front desk staff.<sup>283</sup>

In order to fully implement and continuously improve student support services, faculty professional development is critical. A systematic training program for new counselors, ongoing professional development opportunities, and a well-developed evaluation process ensure the high quality of these services.

## Actionable Improvement Plan

None

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**STANDARD IIB.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

## Descriptive Summary

SBCC's commitment to diversity is reflected in the College's Mission statement and in one of its core principals, both of which reinforce student understanding of diversity.

*Mission Statement:*

*As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.*

*Core Principle:*

*Free exchange of ideas across a diversity of learners.*

Additionally, this commitment to diversity is further reflected in Institutional Learning Outcome (ISLO) IV: Social, Cultural, Environmental and Aesthetic Perspectives and VI: Personal, Academic, and Career Development and related competencies.

*Competency 4.1:*

*Describe how the interaction among social, economic, political, cultural, environmental and historic factors affects the individual, society, and the environment.*

<sup>283</sup> [Student Evaluation of Counselors 2014-15](#)

*Competency 4.2:*

*Explain how culture influences different beliefs, practices, and peoples.*

*Competency 6.3:*

*Work effectively and civilly with others, respecting cultural, gender, and other group and individual differences.*

To meet these institutional objectives, SBCC has a wide breadth and depth of curricular and co-curricular courses, programs, and activities that are designed to teach an understanding and appreciation of diversity.

### ***Curricular***

SBCC encourages diversity in its curricular offerings. SBCC has a multicultural/gender studies degree requirement, including many classes that fulfill transfer universities' general education ethnicity requirement. This requirement can be satisfied by taking designated courses from the following departments, including but not limited to: Asian American Studies, Black Studies, Chicano Studies, Ethnic Studies, Native American Studies, Global Studies, History, Music, Philosophy, Political Science, Sociology, and Spanish.

Additionally, the English department offers Multicultural English Transfer Program Courses (MET) in designated sections of English classes. These sections offer a multicultural, multidisciplinary curriculum for students wanting to transfer or to complete certificate and/or degree programs.

In fall 2010, SBCC received a federal Title V grant for Hispanic Serving Institutions. The goal of the grant has been to increase the number of Hispanic and low-income students who progress through developmental math and English and complete their degree or transfer requirements. In SBCC's efforts to serve this population of students, the Express to Success Program (ESP) was established in fall 2011. ESP is an accelerated program with newly developed specialized curriculum, counseling, and other resources designed to guarantee that highly motivated students will complete their two-year associate degree or transfer requirements in no more than two to three years. In 2012 the ESP program received the California Community Colleges' Chancellor's Award for the Best Practices in Student Equity and in 2014 the program was honored by Excelencia in Education as America's top program in the Associate Degree category at increasing Latino student success in college.

More generally, a wide range of courses link with one or more of the sub-components of the Institutional Learning Outcomes focused on diversity. For example, courses in Communication focus on group dynamics and effective communication in a variety of settings with different interlocutors. Courses in history and other social sciences link most directly to ISLO 4.1 and its emphasis on how the interaction of various factors, including social and cultural influences, affect the individual and larger society. Courses in various languages directly address cultural and linguistic diversity and the role they play in influencing ideas and how people express them. In one form or another, a wide range of courses inform and develop students' growing understanding and appreciation of diversity.

### *Co-Curricular*

Co-curricular activities provide additional opportunities for students to enhance their understanding of diversity. A prime example of the College’s commitment to honoring diversity is the annual Leonardo Dorantes Memorial Lecture which was established in honor of Leonardo Dorantes, an SBCC student who was tragically killed in an assault with strong racial overtones. The series hopes to educate individuals in an understanding and appreciation of diversity. The lectures for 2009-15 included:

- 2009-10: Janet Afary, Ph.D. “The Politics of Veiling in Modern Iran”
- 2010-11: Dr. Richard K. Pimentel “Music Within: Making a Difference”
- 2011-12: Paul Saltzman “Moving Beyond Prejudice”
- 2012-13: Reyna Grande “The Color of Dreams”
- 2013-14: Erin Gruwell “The Freedom Writers Diary”
- 2014-15: Matthew Boger and Tim Zaal “From Hate to Hope”

During 2009-15, the American Ethnic Studies Department and the Ethnic Studies Club delivered a range of events promoting student awareness, understanding, and appreciation of diversity. A small sampling of those events included:

- A Screening of the film *A Place Out of Time: The Bordentown School*, which tells the remarkable story of a school that provided educational opportunities to African-Americans when discrimination was law.
- A special event titled “A Night with a Freedom Rider: Q&A with Jorgia Siegel Bordofsky.” Jorgia Siegel Bordofsky was a 19-year-old UC Berkeley student when she was arrested and booked into jail in Jackson, Mississippi., on June 20, 1961, during the civil rights-era Freedom Rides.
- A film screening of *Seoul Train*, a documentary exposé which includes footage of a secretive “underground railroad” that explores the life and death of North Koreans as they try to escape their homeland and China.
- A film screening of “Chicano! History of the Mexican American Civil Rights Movement: Part I—Quest for a Homeland,” which chronicles the beginnings of the Chicano Student Movement.
- A film screening of *The Other Side of Immigration*, a documentary based on over 700 interviews that asks why so many Mexicans leave home to work in the United States and what happens to the families and communities they leave behind.
- A screening of *Reel Injun* which takes an entertaining and insightful look at the Hollywood Indian, exploring the portrayal of North American Natives through the history of cinema.



During spring 2013, the Departments of American Ethnic Studies, Global Studies, Political Sciences, School of Modern Languages (Chinese Program), and Journalism hosted a screening and Q&A with film director Kevin McKiernan of his film *Bring King to China*. The film is a story about a young American teacher in Beijing whose failed protests against the Iraq War inspire her to produce a play in Chinese about Dr. Martin Luther King Jr.

During 2009-15, the Middle Eastern Studies Department and Club and the International Education Committee hosted a range of events promoting student awareness, understanding, and appreciation of diversity. Some of those events included:

- A lecture and book signing with Hooman Majd discussing who Iranians are, what they want, and the future of U.S.-Iran relations
- A film screening of *My Tehran for Sale*, an Australian-Iranian feature film
- Annual Iranian New Year celebration
- Annual Passover awareness and celebration
- Discussion of Symbolism and Religion in East Asian Art
- Japanese Calligraphy Demonstration
- Japanese Film Screening of *Bushi no Kondate*
- Hindi Film Screening of *Barfi*

The range and quality of these events are designed to cultivate student understanding and appreciation for diversity, and many faculty design instructional activities around these events in order to encourage participation and to provide a more focused means of reflecting on what is learned.

There are other SBCC events and activities that reflect the College's interest in promoting the understanding and appreciation of diversity including:

- The School of Modern Languages offers an American Sign Language Immersion Program.
- The Enrollment Services program offers AB 540 Community Forums for students graduating from a California high school who are undocumented and wish to take college classes.
- The School of Modern Languages, EOPS, Luria Library and American Ethnic Studies departments sponsor the annual "Day of the Dead/El Dia de los Muertos" event which celebrates the unity of life and death.
- Every November, events are held to honor and inform students about U.S. military veterans in honor of Veterans' Day and in March SBCC hosts a Women Veterans' Recognition and Resource Day.

In 2013, the Library was awarded a National Endowment for the Humanities grant of books, videos, and periodicals called *Bridging Cultures Bookshelf: Muslim Journeys* and created displays and hosted an event with a local imam to raise awareness about Islam.<sup>284</sup>

Two other major forums for building understanding of diversity are student clubs and programs sponsored by the International Student Support Program, more commonly known as international programs. Students develop clubs in response to student interest in diverse cultural issues. Student clubs are chartered through the Associated Student Government (ASG) of SBCC and supported by the Office of Student Life. These clubs include Feminist Student Club, Queer and Ally Club, Japanese Calligraphy Club, Chinese Scholars Association, I.D.E.A.S Club (AB 540), Middle East Studies Club, Hillel Club, Society of Hispanic Engineers Club, International Studies Club, the Pangea Club, Studying Korean Culture Club, American Sign Language Club, Ethnic Studies Club, and the MEChA Club.<sup>285</sup>

International programs provide additional opportunities for students to interact with diverse populations. The College's international programs enhance the diversity of the College and provide a more global perspective for all students. From 2009-15, Study Abroad programs include China, Japan, Spain, England, France, Cuba, Germany, Australia, Italy, Chile, Argentina, South Africa, Vietnam/Cambodia, Peru/Ecuador, and Costa Rica. Each of these programs provides students with the opportunity to live and study abroad, to immerse themselves in another culture, and to gain skills to better prepare them to be members of a global society.

The International Student Support Program (ISSP) provides the opportunity for students from over 70 countries around the world to study on F-1 visas at the College. This richness of cultures adds to the diversity of the student population. ISSP offers several programs and events that are meant to support and enhance student understanding and appreciation of diversity. Some of those programs and events include: the SBCC Ambassador Program, which integrates international students into the campus community; a language exchange program, which connects people interested in learning another language; and International Week, an annual event that showcases and celebrates the diversity of the campus community.

In an environment where the free exchange of ideas around issues of diversity is encouraged, the possibility for misunderstanding also exists. In spring 2015, one such exploration became a catalyst for dialog among students, faculty, and staff about cultural diversity. Students in a performance art class created a teepee structure as a course assignment which they painted and erected on campus and offered as a place for students to join together. However, some Native American students, faculty, and community members took exception to the structure and voiced concerns about it being an example of cultural appropriation without a true understanding of its cultural significance. The art students and Native American representatives met together and through a shared dialog came to a broader understanding of each other's perspective about this artwork. The ongoing discussion became a part of the campus conversation through emails, discussions in classes, and by creating a panel discussion around the topic of cultural appropria-

<sup>284</sup> [Bridging Cultures Bookshelf Muslim Journeys](#)

<sup>285</sup> [2014-2015 Club List](#)

tion. The April 7, 2015 event entitled “Inspiration or Marginalization: Cultural Appropriation and Its Impact,” jointly sponsored by the American Ethnic Studies Department and the Student Equity Committee, included presentations by several faculty as well as a moderated panel discussion among students. A conversation that developed from a class assignment became a catalyst for a wider dialog about cultural diversity with a variety of viewpoints shared on the topic of cultural homage versus cultural appropriation. The ongoing discussions following this event are part of a healthy dialog around issues of diversity on campus.

## Self Evaluation

The College meets the standard. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity as evidenced by the College’s range of programs, lectures series, and campus environment. The College developed an institutional student learning outcome that directly addresses diversity: “Social, Cultural, Environmental and Aesthetic Perspectives.” Additionally, there are two diversity competencies: (4.1) “Describe how the interaction among social, economic, political, cultural, environmental and historic events affect the individual, society and the environment” and (4.2) “Explain how culture influences different beliefs, practices and peoples.”<sup>286</sup>

In spring 2013, the College completed a *Student College Experience Survey* administered to a sample of 3,820 students in a representative cross-section of classes. The students were asked to respond to the following statement: “SBCC provides an inclusive and welcoming environment for students regardless of their race/ethnicity, sexual orientation, disability status, age, gender, or religious affiliation.” Over 94% of respondents agreed with this statement. Agreement was consistent across all sub-populations. For example, there was a high level of agreement among males (97%) and females (98%) that SBCC provides an inclusive and welcoming environment for students regardless of their gender. Between 94% and 100% of all age groups agreed that SBCC provides an inclusive and welcoming environment for students regardless of age. For students with physical or learning disabilities, the percentage of agreement was 93%, compared to 96% for students without disabilities. Furthermore, 96% of the respondents indicated that SBCC provides an inclusive and welcoming environment for students regardless of ethnicity, race, or sexual orientation. Curricular offerings, campus events, and students’ own experiences all underscore the College’s success in helping students understand and appreciate diversity.<sup>287</sup>

## Actionable Improvement Plan

None

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<sup>286</sup> [Santa Barbara City College ISLOs](#)

<sup>287</sup> [2013 Spring Student Experiences Survey Report](#) (page 59)

**STANDARD IIB.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

## **Descriptive Summary**

### *Admissions*

Pursuant to California Education Code and Title 5 Regulations, admission to Santa Barbara City College is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission. Exceptions to the standard admission policy exist for concurrently enrolled high school students, international students, and some Career Technical programs which have supplemental admission requirements.

SBCC uses the Open CCCApply online application which is the approved application of the California Community College Chancellor's Office for admission to the credit program. Paper applications are also available. Applications are available in English and Spanish.

Currently, the noncredit application is an abbreviated version of the credit application and is available online through the noncredit student enrollment management system, Lumens, or on paper. The paper application is available in English and Spanish.

Effective summer 2015, as part of the SBCC One College Project to integrate credit and noncredit systems, the College will launch a new online application for noncredit students available through the College's enterprise level software, Banner. All SBCC students, regardless of credit or noncredit student level, will register using the Banner Student System. As in the past, paper applications will be available in English and Spanish.

### *Assessment*

First time, new-to-college students with an educational goal of Associate Degree, transfer, certificate, or basic English/reading/math skills are required to be assessed in both math and English or English as a Second Language before accessing priority enrollment appointments and registering in classes. All other students are strongly encouraged to assess prior to enrolling in courses. Students who wish to meet a prerequisite standard for a course that requires a minimum math or English level may assess to qualify.

The College credit program uses the following placement instruments administered both as paper/pencil and as computerized tests:

- College Tests for English Placement (CTEP) in combination with the SBCC English Writing Sample

- Combined English Language Skills Assessment (CELSA) along with the SBCC ESL Writing Sample
- Mathematics Diagnostic Testing Project's (MDTP) Algebra Readiness, Elementary Algebra, Intermediate Algebra, and Pre-calculus assessments

The noncredit program employs CELSA for placement of ESL students.

The ESL Writing Sample and the English Writing Sample are locally developed and managed instruments and they both have been state approved. CTEP and MDTP have full state approval. The CELSA has provisional state approval.

SBCC uses raw scores from these instruments, along with the other validated measures, in linear regression equations to place students into reading, writing, math, and ESL courses. Cut-off scores were empirically established to maximize the percentage of correct placements into each course. The placement scheme was determined after much study and research into the factors that contribute most to student success in particular courses. This scheme is set up for both paper-pencil and computer-delivered testing. Information used to recommend placement into English courses includes self-reported responses to the following questions that are gathered at the time students take the assessment tests: (a) years of high school English; (b) grade in last English class; (c) high school GPA; (d) college units planned; and (e) employment hours planned.

Information collected for recommended math placement includes self-reported student responses to the following questions: (a) high school GPA; (b) grade in the last math class; (c) length of time since last math class; and (d) highest level math completed. Information used to recommend placement into ESL courses includes the self-reported response to the following question: number of years of education in the native country.

Special consideration for specific groups of testers includes giving directions for ESL tests in Spanish with individual assistance available for languages other than Spanish.

Requests for assessment accommodations for students with disabilities are considered and provided through an interactive process with a counselor from the Disabled Student Program and Services (DSPS) department.

Placement instruments and practices are reviewed every six years and submitted for approval to the California Community Colleges Chancellor's Office. Every instrument used for placement has been validated and approved. One requirement for approval of the placement process is a consequential validity study. This measures student and faculty satisfaction with the placement process. The most recent study was completed in 2012. All instruments have been subjected to cultural and linguistic bias studies and have subsequently been approved by the California Community Colleges Chancellor's Office. In addition, disproportionate impact studies are completed regularly to monitor placement rates by gender, ethnicity, and age. The most recent study was conducted in summer 2014 as part of preparing the *Student Equity Plan*. Documentation of the studies reside in the Office of the Dean, Educational Programs—Student Support Services.

Information about college admission and placement exams is available on the college website, the college catalog and the schedule of classes.

### Self Evaluation

The College meets the standard. The College utilizes Open CCCApply, the application for admission approved and maintained by the California Community College Chancellor’s Office.

The College utilizes approved, validated placement exams for student placement. The results of these placements are further validated through consequential validity studies. While the College is in compliance with mandated validation studies, it also engages in self-reflection and research supplemental to the required validation studies in order to better understand the inter-play of the variables at work that result in successful placement into the math, English, or ESL curriculum.

### Actionable Improvement Plan

None

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**STANDARD IIB.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### Descriptive Summary

Santa Barbara City College Board Policy and Administrative Procedure 3310 Records Retention and Destruction define the College’s record retention policies consistent with California Education Code and California Code of Regulations, Title 5.

Electronic student records are maintained in the Ellucian Banner software system and the Perceptive Document Management system. Secure backup of electronic data files consists of the following procedures. Backups are performed on all production systems and stored to a Quantum disk appliance daily. These backups are transferred to a secondary disk appliance, located across campus in the Cartwright Learning Resource Center, in real time and kept on both disk appliances for a period of no less than 6 months. Using Oracle RMAN technology, SBCC can securely recover data to a point in time within seven days. Access to these systems is granted based on staff position and scope of responsibility and is password protected. Online student application data, OpenCCCApply, is stored and maintained by the California Community College Technology Center.

In fall 2014, the College completed converting more than 300,000 pages of historical permanent record cards (paper transcripts) to digital images which are electronically archived in Perceptive Document Management Software. Efforts continue in order to achieve the goal of a paperless Admissions and Records Office.

Physical access to Admissions and Records is controlled by electronic locks. The list of those with access is regularly reviewed and maintained by the Director, Admissions and Records. Physical access to the vault where paper records are stored is controlled by a key pad lock. The Admissions and Records office is alarmed during non-business hours. The alarm code is only known to SBCC Security.

Access to electronic records is limited to authorized personnel, and access to these systems is password protected. To maintain security, access to student records is limited by one's official position and assigned responsibilities

Pursuant to Board Policy and Administrative Procedure 4231 Grade Changes, access to grade change functionality in the Banner Student System is limited to five regular full-time College employees:

- Associate Dean, Educational Programs—Student Support Services
- Director, Admissions and Records
- Senior, Admissions and Records Technician (2)
- Position TBD following completion of SBCC One College project (noncredit records will be maintained in the Banner Student System)

Additionally, the Banner Student system provides enhanced security by maintaining an audit trail of users who process grade change transactions.

All student educational records are maintained in strict accordance with Board Policy and Administration Procedure 5040 Student Records, Directory Information and Privacy and the Family Educational Rights and Privacy Act. Other than directory information as defined in Board Policy 5040 Student Records, Directory Information and Privacy, the release of content from a student record requires:

- prior written consent of the student, or
- pursuant to a court order or lawfully issued subpoena, or
- as otherwise authorized by applicable federal and state laws.

### **Self Evaluation**

The College meets the standard. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. The College maintains secure electronic and non-electronic records and

publishes policies and procedures regarding the release of records. Family Educational Rights and Privacy Act (FERPA) training workshops are conducted during in-service to ensure that these policies are implemented in accordance with college policy and legal mandates.

### Actionable Improvement Plan

None

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## STANDARD IIB.4

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### Descriptive Summary

The institution evaluates student support services through formal and informal evaluation processes. These processes evaluate student support services and determine if they are meeting the needs of the diverse student population served. The evaluation results are then used as the basis for making improvements to programs and services. Student support services are evaluated through program review, the assessment of Program Student Learning Outcomes (PSLO), program specific surveys, and college wide surveys. These evaluation processes serve as the basis for sustainable, continuous quality program improvement. These methods provide feedback and assessment that allow for the establishment of goals and objectives for improvement in the provision of services. Through these processes, student support services gather data and information about the effectiveness of program and support services and, when necessary, makes adjustments to existing services as well as develop new programs and services.

#### *Program Review*

Within the annual planning process, program review is central. The program review process allows student support services to evaluate and demonstrate how they are fulfilling the College's mission and core principles and to connect its planning to the College's strategic directions and goals. Program review consists of the following information: mission, program overview, data analysis, Program Student Learning Outcomes, a narrative of how the outcomes have led to program improvement, program goals and objectives, value statement, summary of departmental



activities, assessment of strengths and weaknesses, staffing needs, and equipment, technology, facilities, and other needs requests. Program review provides student support services with an opportunity to analyze data relevant to their performance, thus linking to the ongoing PSLO cycle of assessment and program improvement. Program review is well integrated with the Student Learning Outcomes process, which allows its evaluation process to be thorough, systematic, and consistent with the College's integrated planning and resource allocation processes. (Also see the description of program review in the section of this document titled Core Planning Structures).

The Program Evaluation Committee (PEC) reviews program plans, monitors departments' progress on the implementation of activities aligned with department goals, and tracks department implementation of these plans. The monitoring done by PEC serves as a quality review process to ensure that the programs and services support and enhance student access and success. Part of the process of program review involves analysis of Program Student Learning Outcomes.

### ***Program Student Learning Outcomes (PSLO)***

To ensure that student support services support student learning, credit and noncredit student support services develop and assess Program Student Learning Outcomes (PSLOs). The Student Support Services Leadership team engaged in a comprehensive, division wide process to develop PSLOs and PSLO assessment as a means of determining attainment of desired competencies as a result of participating in Student Support Services' programs and/or services. All programs in student support services have completed one full cycle of PSLO development and assessment. Each program maintains its PSLOs and improvement plans in-house, and departments are in the process of loading their PSLOs and PIPs into eLumens, where they will be available for download. Discussions around PSLO development, mapping, data collection, assessment, and implementation of program improvement plans (PIPs) takes place outside of and during Student Support Services Leadership Committee meetings.

Evaluation of PSLOs has allowed programs the opportunity to redesign delivery/service methodologies and processes. With the use of PSLOs, in the evaluation cycle, the paradigm has moved away from service delivery interactions that were program-centered to student-centered interactions where student learning, success, and support is the goal. This assessment paradigm embraces program review as the method of evaluating the program, but also PSLOs as the method of evaluating student learning as a result of program participation.

In addition to the evaluation of program review and PSLO cycles, an active analysis of program effectiveness includes both quantitative and qualitative measures that are routinely conducted. Quantitative measures include levels of student support service utilization, data from the California Community College Chancellor's Office Student Success Scorecard, annual department end-of-year data, and course completion rates and number of degrees and certificates

awarded.<sup>288, 289, 290, 291, 292</sup> Qualitative measures include professional dialog at regional and state meetings, professional conferences, department and division meetings, and literature review. Discussion and analysis of quantitative and qualitative measures takes place in college meetings of departments, committees, or in the division. Results of this quantitative and qualitative data are presented in reports as part of the College's departmental program reviews and the *Student Success and Support Plan* and *Student Equity Plan* submitted to the California Community Colleges Chancellor's Office.

### ***Data Collection and Reporting Tools***

Santa Barbara City College believes quality research is an important component to understanding and developing sound practices that serve students while readily illustrating the efficacy of these services. Through analyzing and reporting data on student retention, persistence, course completions, educational goals, transfers, etc., an informed plan may be created to address gaps in student achievement. In order to effectively provide evidence that support services meet student needs, student support service departments use a number of data collection and reporting tools. These include Banner, SARS, Perceptive Document Management, DARS, and reporting tools such as ARGOS and TABLEAU. These data collection and reporting tools provide student support service staff with the autonomy to produce their own reports through modifying existing ones or creating new reports as needed.

### ***College Wide and Program Specific Survey***

The *Student College Experiences Survey* conducted once every three to five years assesses student satisfaction and interaction with various aspects of the College in order to inform and guide planning processes and resource allocation with the overall goal of improving student engagement and success. The three primary areas of focus for this survey are:

- Satisfaction with various aspects of college life, including the campus environment, instruction, and services,
- Participation in out-of-class activities, preferences for course scheduling and location, and the use of technology, and
- Progress students feel they have made in skill areas that correspond to the College's Student Learning Outcomes.

The survey was administered in the spring 2013 semester to a sample of 3,820 students (19% of enrolled students) in a representative cross-section of classes. The survey response rate was

<sup>288</sup> [Student Service Utilization 2013-14 5-27-15](#)

<sup>289</sup> [2015 Student Success Scorecard](#)

<sup>290</sup> [DSPS 2013-14 EOY Expenditures Report \(REV. 06-26-2014\) FINAL](#)

<sup>291</sup> [2014-15 EOPS Program Plan Forms](#)

<sup>292</sup> [Institutional Effectiveness Report 2013-14 March 2015](#) (page 27)

72%. Ninety-eight percent of respondents agreed that the SBCC academic and support programs are dedicated to the success of each student. Overall, the results indicate a high degree of satisfaction with the student support services of the College. The results are fairly consistent with those of the 2001, 2005, and 2008 surveys.

In spring 2013, the Student Health and Wellness department administered the American College Health Association (ACHA) National College Health Assessment Survey on the main campus. Student Health and Wellness Services staff reviewed the data and implemented a number of changes to services being provided to SBCC students.

- Survey results indicated medical services that were deficient based on programs offered and injuries sustained while participating in these programs, and more clinician hours were added and new medical services like suturing were available to students. Students also indicated that sexual health services were difficult to access in the community so the College added a second day of sexual health services per week on campus.
- Staff saw the need for more mental health counseling hours, and in fall 2013, Student Health and Wellness added approximately thirty more counseling hours per week for students. After evaluating the appointment scheduling patterns, in the fall of 2013 Student Health and Wellness was given access to additional office space and added 30 more counseling appointments a week. Wait times are now a week or less for an appointment. All of this is verified by the scheduling records system.
- Students requested online medical information from the licensed Student Health and Wellness staff. In the spring of 2012, Student Health initiated an online feature on its website called “Ask a Nurse.” Students can ask a nurse any question that they want, and they will get a personal response within 1-3 days. Student Health and Wellness has a log of the questions and responses in their Google mail records to verify that there continues to be a steady use of this feature.

The Student Support Services Leadership Committee (SSSLC) and Student Success and Support Program Advisory Committee (SSSPAC) meet monthly to share information on program developments, student needs, and areas for collaboration to ensure that Student Support Services faculty and staff needs are given priority as mandates from SB 1456, the Student Success Act of 2012, are instituted and implemented. The SSSLC is responsible for identifying and developing time lines for implementation of Student Success and Support Program Advisory Committee recommendations regarding core services: orientation, assessment, educational planning, student follow-up, and enrollment priorities.

Results from the *Reflections on SBCC 2014* survey indicate that employees think positively about the student support services provided. In response to the statement, “SBCC offers high quality student support services,” 84% of respondents agreed.

## Self Evaluation

The College meets the standard. The College evaluates student support services to assure their adequacy in meeting identified student needs. The quality of student support services is documented through annual and comprehensive program reviews, including the development and assessment of PSLOs.<sup>293</sup> Program review allows student support services to evaluate, discuss, plan, and allocate resources based on these reviews. Program review is well integrated with the PSLO process which allows its evaluation process to be thorough, systematic, and consistent with the College's integrated planning and resource allocation processes. Student support services ensures that both program review and PSLO processes are completed in a timely fashion so that feedback and dialog can occur within the Student Support Services Leadership and Student Success and Support Advisory Committees. Following are a few examples of recent program improvements implemented to meet student needs:

- In its 2013 program review, the Transfer Center assessed the following PSLO: “Using Transfer Center services, students are able to complete a transfer admission guarantee (TAG) successfully.” The Transfer Center student survey was used to identify the services that were most helpful in meeting this PSLO. The most frequently cited service was an individual meeting with a counselor for assistance with a TAG. In response, the Transfer Center increased the number of counseling hours available for TAG students during the fall of 2014.
- In 2013 the Academic Counseling Department analyzed student utilization data which showed an increase in the number of students who missed scheduled counseling appointments. As a result of this analysis, a review of the literature, and evidence verifying the effectiveness of same-day appointment models, the Academic Counseling department made changes to scheduling academic counseling appointments that would provide timely student interventions either at the front counter or in 30 to 45 minute same-day appointments.
- In 2013, the Career Center Director discovered that many students had difficulty connecting their Myers-Briggs Type Indicator and Strong Interest Inventory results to an educational goal, program of study, and career choice after attending a group workshop. Even though students were given a review on personal assessments prior to the actual interpretation of their individual results, many students still struggled with terms and concepts associated with the assessments when asked to apply that information to their own lives. As a result of the SLO cycle analysis, the Career Center restructured its entire Education/Career Assessment Program.
- Based on SB 1456 Student Success Act of 2012 mandates, the Student Success and Support Advisory Committee evaluated the current orientation and advising systems for new students. As a result of the committee's evaluation, new online student orientation

<sup>293</sup> [Student Support Services SLO List](#)

and academic advising programs were designed and implemented. More than 4,000 students have utilized these online orientation and advising tools to qualify for priority enrollment and the development of an abbreviated educational plan.

- During the 2012-13 academic year, DSPS staff worked on creating a formal process for course substitution on the basis of disability. The process was launched and promoted campus wide in the fall of 2013. The purpose of the process was to comply with federal and state laws that require colleges to make reasonable modifications to academic requirements and practices as are necessary to ensure that they do not discriminate against a qualified student with a disability. The legal basis for a course substitution as a reasonable modification for “courses required for completion of a degree” is found in Section 504, Subpart E, of the Vocational Rehabilitation Act of 1973. Modifications may include substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted {34CFR104.44(a)}.
- In the fall of 2013, DSPS offered orientation sessions for DSPS Students as an extension of the interactive intake process. The goal of the orientation session was to provide eligible students with more comprehensive information on accommodations, services, and processes for students with disabilities.
- In the fall of 2013, DSPS instituted the practice of sending out electronic notifications to a targeted list of DSPS students to increase awareness about accommodation requests, time lines, and to promote student success.
- In spring 2015, the College began the implementation of DegreeWorks, an electronic educational plan software system. This educational planning tool will be used to develop student educational plans that the student and staff can view at any time online.

The Student College Experiences Survey conducted every three years, provides additional data for institutional planning. The *Spring 2013 Student College Experiences Survey* shows that on average 90% of students are satisfied with counseling services received from the Academic Counseling, Career, EOPS/CARE, Student Health and Wellness, and Transfer Centers. Eighty-six percent of students report that the application, registration, orientation, assessment, and advising processes are convenient and efficient. Finally, 83% of students reported that the financial aid staff are helpful, considerate, and knowledgeable.<sup>294</sup>

Survey results from academic counselor evaluations show that students are overwhelmingly positive in their evaluation of academic counseling services: 95% of surveyed students strongly agree or agree that they would recommend counseling services to others. After meeting with academic counselors, 92% of students stated that they have a better understanding of how to construct a balanced and realistic educational plan, and 92% stated that they have a better understanding of what it takes to be a successful student. In addition, 96% of students surveyed report

<sup>294</sup> [2013 Spring Student Experiences Survey Report](#) (page 52)

that they receive clear, concise, and accurate information from the academic counseling center's front desk staff.<sup>295</sup>

In 2013, the Enrollment Services department analyzed the results of the campus tour surveys completed by prospective students and parents who completed a campus tour.<sup>296</sup> As a result of the analysis, Enrollment Services modified the tour route to:

- spend less time inside the Student Services Building and more time touring the outdoor areas of campus;
- provide tour guests the ability to see the inside of a standard classroom; and
- provide opportunities for tour guests to observe the inside of common buildings when possible.

Processes for dialog are in place through regular department and committee meetings. These meetings and discussion ensure that the results of research and other qualitative and quantitative evaluation processes are used to modify existing programs and introduce new programs in order to more effectively meet student needs. Student support service faculty and staff embrace open examination of their respective programs and services and apply quantitative and qualitative research, as well as regular review of research on best practices and emerging trends in student services, to engage in continuous quality improvement of programs and services in support of student retention, persistence, and success.

The evaluation methods described above have resulted in improvements to the student support services provided to students. The activities listed throughout this document are strong indicators that the College is both evaluative and quick to adapt and develop programs designed to enhance student success.

### **Actionable Improvement Plan**

None

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<sup>295</sup> [Student Evaluation of Counselors 2014-15](#)

<sup>296</sup> [Campus Tour Survey Results 2013-14](#)

# Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

## STANDARD IIC.1

**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

**STANDARD IIC.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### Descriptive Summary

Library and learning support services of Santa Barbara City College are robust and vibrant, and include the heavily-utilized Luria Library and the Cartwright Learning Resource Center (CLRC) which share a building on the west side of campus.<sup>297, 298</sup> Additionally, other learning support services are available, including the Gateway Tutorial Center, Math Lab, and department-specific tutoring services. The various focused service areas within the library, the CLRC, and other learning support services all tie to the College's mission statement:

<sup>297</sup> [Luria Library Services](#)

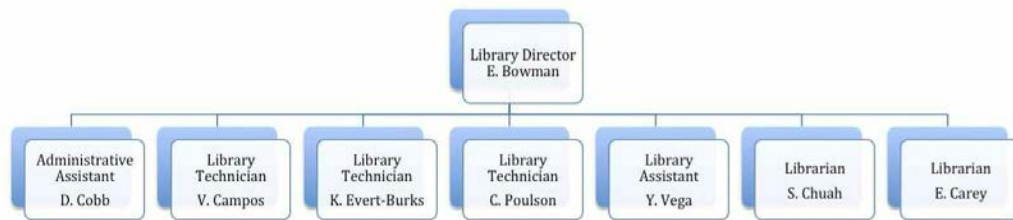
<sup>298</sup> [Other Learning Resource Services](#)

*As a public community college dedicated to the success of each student . . .  
Santa Barbara City College provides students a diverse learning environment that  
inspires curiosity and discovery, promotes global responsibility, and fosters  
opportunity for all.*

By providing physical and psychological environments that meet various needs of students that are open and welcoming places for all students, the library and learning support service areas are thriving intellectual centers for students.

### **Library**

The Luria Library staff consist of one Library Director, two full-time librarians, several adjunct librarians, one adjunct Resident Librarian funded by the Luria Foundation, and five classified staff members. All librarians are faculty.



The Library Director and other full-time librarians participate on several Academic Senate committees and ad hoc work groups that focus on pedagogy and/or technology assisted learning support. The Luria Library depends upon the College’s Academic Technology Support Specialists, as well as part-time student and hourly staff, to assist in maintaining technology equipment. Librarian expertise in selecting library equipment and materials is derived from many years of experience, collaboration with faculty across campus through shared instructional opportunities, by working directly with students one-on-one throughout the day at the reference desk, and online. Needed equipment and materials consist of three main types: technology, furniture, and print and digital holdings.

Technological investments have led the way in new equipment purchases and support needs. When instructional equipment funds came from the state of California in 2013-14, the library was able to purchase a much-needed scanner for student use and digital preservation of archival materials. The increasing need for technology equipment and services such as computers, iPads, and laptops as well as printers and Wi-Fi availability, has created a high demand on service from Information Technology (IT) staff, whose services are shared with different computer labs. The building shared by the library and the CLRC has the highest utilized location on campus for Wi-Fi and, despite Wi-Fi saturation, the availability of Wi-Fi is not consistent throughout the building or over time. Library faculty are relied upon for troubleshooting and service during library open hours when IT is not open or when IT staff are unavailable due to other work requests.

Another major need of the library is for furniture and facilities that accommodate the large number of students who use the library each day. The library includes a 35-seat classroom for



library instruction (and available for students at other times), eight group-study rooms, 75 computers, 2 Kurzweil reading stations, and one text-magnifying reading/scanning station. There are 550 seats in the library. After several years of recognizing and identifying solutions, the library received funding from the Friends of the Luria Library, a community based organization, in 2014 to build movable walls to support student learning and group study.

Even though equipment and furniture needs are essential to the operation of the library, print and digital materials still comprise the major library resource. Library materials are purchased to serve the following basic purposes:

- to be used by students in connection with class work,
- to support instructors in preparation for teaching,
- to support college staff in professional duties, and
- to promote and support library users in general intellectual and cultural development.

The Collection Development Policy (BP 4310) incorporated into BP 4040, Library and Other Instructional Support Services in 2014 outlines the process for selecting library materials.<sup>299</sup>

Further, student learning needs are specifically identified by a review of book title requests and interlibrary loan requests, by analyzing usage patterns, and tracking new curriculum adopted in other departments. All librarians participate in book selection by reading book reviews throughout the year and meeting on a weekly basis to review statistics, identify needs and gaps, strategize on the purchase of equipment and online resources for students, and incorporate recommendations from state and national organizations such as the Council of Chief Librarians and the Association for College and Research Libraries. Disabled Student Programs and Services (DSPS) staff work with the library to ensure the resources available accommodate students with special needs.

The library currently has over 121,000 titles, 210 periodical subscriptions, and ten newspaper subscriptions. The digital collection includes 60,795 ebooks and 61 databases offering over 14,500 full-text periodicals. The library continues to add to a small audiobook collection. The library also supports short-term textbook access to students in the library Reserve Collection. The Reserve Collection holds over 2,600 course textbooks, and other course-related material, and is one of the most heavily used collections in the library, with over 59,000 checkouts in 2013-14.

The main print collection of the library continues to have high circulation rates (15,000 checkouts in 2013-14) and electronic resources have grown dramatically in the last six years to meet demand for more access to scholarly materials, more resources available solely online, and as a result of consortial pricing for ebooks. Electronic resources continue to be a primary tool for students to find and use resources. Resources available to students increase in type and number each year. It is apparent that usage of most databases is increasing overall and librarians are currently developing a rationale for future database usage tracking.

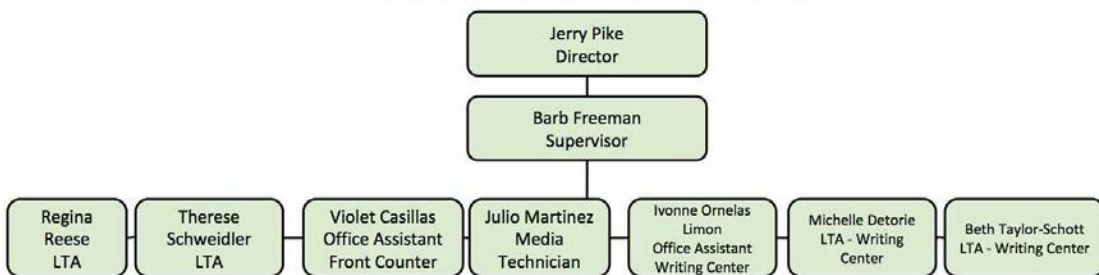
<sup>299</sup> [BP 4310 Library Collection Development](#)

For all three needs, technology, furniture, and materials, librarians work with faculty and staff to ensure that purchases are appropriate to current needs. Librarians review equipment and technology needs annually through the program review process and request funding based on an evaluation of these needs.

### *Learning Support Services*

The CLRC is staffed by a Director who is a full-time faculty member, a Supervisor, four Lab Teaching Assistants, one Administrative Assistant, one Media Specialist, and one Tutorial Center Coordinator.<sup>300</sup> The CLRC Director is the Co-Director of the Gateway tutorial program at SBCC and participates on several Academic Senate committees and ad hoc work groups that focus on pedagogy and/or technology assisted learning support.

#### LEARNING RESOURCES CENTER



The CLRC Director selects and maintains equipment, furnishings, and materials in consultation with the staff and relying on the expertise of discipline faculty. The resources for the Tutorial Commons and the Writing Center are developed or selected by CLRC staff in consultation with faculty and tutors.

The primary equipment need of the CLRC is for technology because of the emphasis on computer-assisted instruction. The two computer-assisted instruction (CAI) teaching classrooms in the CLRC have 35 computers in each, and the open access Computer Commons has 70 computer stations. Student use of computers in the Computer Commons is facilitated by a common interface of applications for students designed to support all levels of computer competency. The CLRC depends upon Academic Technology Support Specialists as well as part-time student and hourly staff to assist in maintaining technology equipment. Disabled Student Programs and Services (DSPS) staff work with the CLRC to ensure the resources available accommodate students with special needs.

Further, the CLRC has increased collaborations with the Faculty Resource Center by participating in work groups focused on technological classroom innovations such as selecting iPads for presentation and classroom enhancement, using applications such as the interactive white-board software Doceri, and finding electronic solutions using Google Forms. LanSchool, a computer management application, was recently installed in the CAI classrooms to provide more efficient control of the computers for instructional needs.

Broad dialog with faculty has also resulted in additional technology in other learning centers. For example, the Gateway Center was able to purchase 12 laptop computers after faculty and

<sup>300</sup> [CLRC Org Chart](#)

CLRC staff gave input on this need. The Math lab has augmented its computer tutorials, and two classrooms in the Interdisciplinary Center (IDC) were recently provided with 25-station thin client carts to accommodate needs of English and English Skills: classes which had originally only been able to be accommodated in the CLRC's CAI labs.

The instructional furniture needs of the CLRC have been fully met since a complete renovation of the CLRC in 2012. This renovation included redesigning of the interior space for a new layout as well as the purchase of tables, chairs, and other furnishings. Now, the CLRC is more spacious, efficient, and flexibly furnished, and the facility is very well utilized and supported.

The CLRC also selects and maintains a wide range of materials, especially videos, in order to serve campus needs. It provides media to all disciplines and programs on campus through supplemental instruction for students and media for in-class use. The CLRC provides a library of approximately 8,000 video resources as well as the Alexander Street Press Online video library, which has approximately 46,000 cross-disciplinary videos. Access to media resources has improved since the last accreditation study due to collaboration with the library, using WorldCat, a global catalog of library collections, to catalog the CLRC media collection. The media collection itself has been substantially increased since the last accreditation cycle; in the fall of 2014 the CLRC added Academic Video Online: Premium and Business Education Complete Online, which brings together applied learning content to meet needs of students and instructors and offers over 40,000 videos. The collection is curated by subject matter experts and designed for a range of learners.

The Tutorial Commons, where tutors support students from a wide variety of disciplines, provides specifically created materials including a tutor handbook, a tutor supervisor handbook, a tutor training handbook, and videos. The Writing Center staff provide students and faculty with a wide variety of books, handouts, and online learning assistance materials.

## Self Evaluation

The College meets the standard.

### *Library*

The Luria Library utilizes the extensive expertise of its library faculty to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution in a careful, thorough, regular, and collaborative manner. The library faculty use data to examine usefulness and appropriateness of equipment and materials. Examining the very high usage of the library's collection of physical and electronic resources, website views, and traffic to the library by faculty, staff, and students, it has become evident that needs of students for technology are often greater than the equipment available to them.

### *Learning Support Services*

The Cartwright Learning Resource Center (CLRC) selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the

institution through regular and active consultation with faculty and careful and regular review of student usage of the various service areas within the CLRC.

### Actionable Improvement Plan

None

**STANDARD IIC.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### Descriptive Summary

Information competency is defined by the Association of College and Research Libraries as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” The College confirms the significance of information competency to student success with the inclusion of it in Institutional Student Learning Outcomes (ISLO), particularly in ISLO I (Critical Thinking, Problem Solving, Creative Thinking) and, more specifically, in ISLO V (Information, Technology, and Media Literacy).

STANDARD II

I. Critical Thinking, Problem Solving, Creative Thinking	Students will be able to define issues, problems, assumptions, or questions; collect relevant information in response to a question or issue; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the consequences of their conclusions.
V. Information, Technology and Media Literacy	Students will be able to locate, evaluate, synthesize and use multiple forms of information and technology employing a range of technologies.

Further, the SBCC Board of Trustees approved information competency as a local Associate’s Degree requirement and Liberal Studies Degree requirement in 2005, and this requirement is mandatory for all new-to-college and new transfer students entering SBCC in fall 2007 and after. Because of the college commitment to information competency, the library faculty created

the Library 101 Information Literacy course to support this graduation requirement by teaching students to find, evaluate, and ethically use information.

Students at SBCC gain skills in information competency in assignments within many other courses across campus, including a course developed in conjunction with the CLRC, the library, and the English department: English 120: College Research Skills course, a co-requisite to Freshman Composition. The English 120 co-requisite embeds information competency within the framework of the composition course and was developed and authored by the CLRC Director and a former Director of Composition. Through courses and resources, both the library and other learning support services play a vital role in helping students develop information competency.

**Library**

The library is committed to students learning and mastering skills in locating, evaluating, synthesizing, and using multiple forms of information and technology employing a range of technologies. Information competency is embedded within the library Program Student Learning Outcomes (PSLO):

As a result of interaction with library staff, students will be able to:

1. Navigate the library website, the physical library and the services available to them.
2. Articulate their information need and its required time frame, and locate themselves in the information seeking process.
3. Locate specific and applicable sources of information, such as books, periodicals, reserve materials, and electronic resources, to accomplish stated information need.
4. Evaluate the quality of material for credibility, reliability, relevance, and authorship.
5. Extract relevant information from found resources by reading and using the organizational tools specific to the resources (such as, table of contents, indices) to meet information need.
6. Know where and how to find a librarian.

Information competency is also integral to Library 101 Course Student Learning Outcomes:

1. Annotation - Find, select, and evaluate sources of various types and formats, creating MLA style citations, and providing summaries and assessments of each source.
2. Research Skills - Explain, use, differentiate between different research tools and paid subscription databases AND present findings evaluating research tools with recommendations for their optimal use given different information needs.
3. Ethics - Demonstrate knowledge of copyright and argue the importance of academic honesty.
4. Thinking - Participate actively in class group discussion, constructing clear, accurate commentary containing relevant examples, accurate data, appropriate personal experience, and other forms of reasoned, informed support.

The library provides a variety of instructional services that support information competency. The library has three primary methods for providing information competency skills: one-to-one instruction, classroom-based instruction, and a credit-based stand-alone course.

One-to-one instruction between a student and library faculty can occur both virtually and face-to-face. This instruction takes place at the Reference and Information Desk, by telephone, via online chat, email, text messaging, during office hours, or through the library website and major social media platforms. The one-to-one instruction is designed to meet the specific needs of individual students and their assignments. In 2013-14, the library provided over 12,000 instances of one-to-one instruction for students, an increase of 26% in one year.<sup>301</sup> The library also provides self-paced instruction for students in the form of video tutorials developed by library faculty.

Classroom-based instruction is conducted in conjunction with faculty in other disciplines. Library faculty work to identify general student needs for information competency and design teaching methodologies to meet the goals and objectives for their classes. Exercises and instruction can range from identifying differences between books, periodicals, and websites to evaluating the quality of material for credibility, reliability, relevance, and authorship. The librarians provide this instruction throughout the year using the library instruction room (L-146) and other classrooms and computer labs. The appreciable increase in these types of classes continues: In 2013-14 the library faculty taught 176 class sections and workshops, or 236 sessions, that reached 5,413 students, compared to 3,761 students in 2008-09.<sup>302</sup>

The credit course, Library 101: Information Literacy, has been taught by library faculty since 2009, and over 5,000 students have completed this 1-unit online class. They also practice research skills, including narrowing topics, finding print, electronic, and visual materials through the library and internet, summarizing and evaluating sources, and formatting citations accurately. In a typical semester, 6-8 sections (with 35 students in each) are offered and enrollment is filled to capacity. Methods of assessment and course structure are standardized among instructors and each follow the approved course outline adopted by the College. Data is collected from each section of Library 101 and has been collected at the Reference Desk and in face-to-face instruction in the library in 2011. Library 101 data show students meet or exceed expectations for Student Learning Outcomes in the course at a good rate (70% in 2013-14, 78% in 2012-13).<sup>303</sup> The acquisition of skills in information competency are assessed using SLO scoring data.

### *Learning Support Services*

The CLRC provides a variety of instructional services that support information competency as a means for achieving self-reliance within the larger educational framework of the College. Procedures and policies in the CLRC are intended to promote learning competency skills for students.

<sup>301</sup> [Reference Desk Stats 2013-2014](#)

<sup>302</sup> [Library Instruction Fall2006-Spring2014](#)

<sup>303</sup> [Library 101 Outcomes 2011-2014](#)

The Writing Center supports information competency with the use of its Directed Learning Activity intake form that all students fill out before seeing a tutor.<sup>304</sup> The purpose of the form is instructional, encouraging self-assessment of information competency as well as personal ownership of the learning process as an essential component of writing as supported by information competency. In the process of a tutoring session, students are guided through many online resources designed to enhance information competency skills, and at the end of each session students summarize the session and establish next steps for developing their writing and information competency. Writing Center data show students meet or exceed expectations in all three SLOs at a rate of approximately 96%.<sup>305</sup>

The CLRC offers other modes for students to develop information competency skills:

- Learning Skills Workshops offered every other week and open to all students, staff, and faculty help students to develop information competency skills by providing guidelines for determining, for example, the nature and extent of information from a lecture that is needed, how to access it efficiently in the future, how to evaluate that information in terms of appropriate application to writing or test taking, and understanding the ethics of study and composition.
- Mandatory three-hour tutor training for all new non-Gateway tutors helps students to develop information competency skills by training tutors to help students recognize the hierarchical nature of information (e.g. Bloom's Taxonomy) as a means of classifying and utilizing information, as well as the ethical use of information in formulating assignments.
- Mandatory Gateway Tutor Training Seminar, a College Reading and Learning Association certificated 35-hour tutor training workshop of all Gateway tutors, focuses on methods for helping students develop their own information competencies by training tutors to help students classify and utilize information as well as ethically use information in formulating assignments. This extends to training tutors in methods for guiding students toward information competency-building online tools within disciplines.

The emphasis on information competency has shifted the focus of training in the Computer Commons, and pedagogical orientations of the tutors has improved through redesigned hiring and training practices.<sup>306</sup> Tutors are assessed in their ability to support students prior to employment; employment as a tutor requires that they attend interactive workshops, either the five-week, ten-hour, plus 25 hours of lab for Gateway; or the one-time, three-hour version for non-Gateway tutors. Both are conducted like seminars with exercises and assignments that must be completed to earn credit. Evidence of learning is demonstrated by 100% attendance by all

<sup>304</sup> [Session Reflection Form](#)

<sup>305</sup> [Writing Center Student Learning Outcomes](#)

<sup>306</sup> [Computer Tutor Training Materials](#)

tutors and multiple opportunities to demonstrate competencies that are assessed and determine whether a tutor will have foundational skills essential for effective tutoring.

### **Self Evaluation**

The College meets the standard. Students gain skills in information competency by writing papers and conducting research within many courses across campus, through the multiple instructional methods used in the library program, in the workshops and training conducted by the CRLC staff, within the extensive preparation for tutors to serve students, and through the various tutoring services of the Gateway Tutorial Center and department-specific tutoring centers.

### **Actionable Improvement Plan**

None

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**STANDARD IIC.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Descriptive Summary**

#### ***Library***

The library is open 7-days per week for a total of 92 hours per week. The regular semester hours are:

- Monday-Thursday 7:30 a.m.-11:00 p.m.
- Friday 7:30 a.m.-4:30 p.m.
- Saturday 12:00-5:00 p.m.
- Sunday 11:00 a.m.-11:00 p.m.

Students receive the same level of reference service in the library as they do at a distance, during all hours of library operation, and have access to all online resources available anytime/anywhere through the library website.

The library website went through a major redesign in 2010.<sup>307</sup> In 2013-14, to respond to increased reliance on mobile devices by students, the website was comprehensively recoded for responsive design, which allows web pages to detect the visitor's device screen size and orientation and change the layout accordingly. Increased student interaction with the library content

<sup>307</sup> [Our Redesign Story](#)



from students' mobile devices was evident soon after.<sup>308</sup> In addition to electronic resources purchased by the library, the website contains links to the dozens of course guides created to direct students to the best quality resources and approaches to their research tasks. Students can request materials from other libraries, renew materials, check their library account, and contact the library staff through online chat.

In 2012, the Luria Library became one of the first community college libraries to adopt WorldShare Management Services from Online Computer Library Center (OCLC), the largest catalog of library holdings in the world, for its library catalog and information discovery system. This tool allows for a single point of entry to search for books and articles available both at the Luria Library as well as libraries around the world.

### *Learning Support Services*

The CLRC is open 56 hours per week and the Writing Center is open 46 hours per week during fall and spring semesters. The regular semester hours for the CLRC are:

- Monday-Thursday 8:00 a.m.-8:00 p.m.
- Friday 8:00 a.m.-4:00 p.m.

The regular semester hours for the Writing Center are:

- Monday-Thursday 9:00 a.m.-7:00 p.m.
- Friday 9:00 a.m.-3:00 p.m.

During the summer session, the CLRC is open 40 hours per week and the Writing Center is open 32 hours.

Other tutoring support services also offer extended hours. The Math Lab is open from 9:00 a.m. to 6:00 p.m. from Monday through Thursday, from 9:00 a.m. to 2:00 p.m. on Friday, and from 11:00 a.m. to 3:00 p.m. on Saturday. The Academic Achievement Zone which offers tutoring and other support for student athletes, is open from 8:00 a.m. to noon, Monday through Friday and evening hours from 6:00 to 8:00 p.m. Monday through Thursday.

In addition, nearly 30 departments offer specialized tutoring services for their students, ranging from ESL to physics. For these department-specific tutoring services, hours depend on the needs of the students in that department and the tutorial allocation assigned to them. Each of these departments has an assigned staff or faculty member who oversees and distributes the hours of tutorial support based upon an analysis of the most high-demand times in their area, and this specialized tutoring occurs in a variety of locations around campus: most commonly in a designated tutoring area adjacent to the building in which most of that department's classes are held, or in the library or the CLRC.

However, learning services are not limited to a physical location or specific staffing hours. In addition to maintaining extended hours, the CLRC also maintains a frequently updated website

<sup>308</sup> [Express Grant Responsive Design](#)

that provides learning support to students anytime/anywhere. Among other learning skills resources, the CLRC website includes:

- media look-up searchable by subject, title, or class
- Writing Center resources, with a vast array of instructional materials including those distributed through the Writing Skills Workshop series
- learning skills resources
- computer skills resources
- calendars for Writing Skills workshops and Learning Skills workshops, all of which have been videoed and are available for check-out, along with the associated handouts, in person at the CLRC
- tutoring schedules and locations as well as the associated training and supervisory documents for tutors
- a library of Directed Learning Activities developed by faculty in collaboration with the CLRC staff, with text documents as well as short videos showing how Directed Learning Activities assist students in becoming more independent learners

Currently the majority of video resources are available for use in the CLRC only. However, since the last self evaluation, learning skills workshops are recorded and made available on the website. Also, the video library has substantially expanded to include approximately 46,000 titles, all of which are available online to all staff and students of SBCC.

While currently there is no comparable synchronous tutoring support, the majority of non-synchronous tutorial materials are available online. In the 2015 spring semester, a pilot program began for online tutoring allowing video conversations as well as desktop sharing and recording of sessions, which is a significant accommodation for many students.

## Self Evaluation

The College meets the standard. The Luria Library has a long history of providing services through multiple delivery systems and modalities. The library provides extensive support and access to students and personnel responsible for student learning programs and services, as well as full access to the library regardless of their location or means of delivery. Student need for these services is evidenced by ever-increasing traffic to the library website and its resources, as well as increasing levels of physical traffic to the library even as hours of access are increased.

The CLRC provides extensive support and access to students, and to personnel responsible for student learning programs and services on campus. Serving online students with tutoring has been a long-standing area for growth, and tools now exist that will allow the College to offer a comparable level of access to video resources and tutorial support for online students as to face-to-face students. Training for online tutors must be developed and funding secured through the College's program review budget request process to provide training and to hire tutors for online classes.

## Actionable Improvement Plan

The institution recognizes the requirement to accord equivalent access to instructional support services to distance education students as their counterparts who enroll in classroom-based instruction. The institution promotes efforts to develop and implement synchronous tutorial support for distance education students.

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### **STANDARD IIC.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

#### Descriptive Summary

The physical infrastructure of the building shared by the library and the CLRC is maintained by the campus Facilities Department. Cleaning is performed daily on weekdays. This building entrance has recently had its front doors upgraded for remote lock-down as part of the campus-wide movement toward emergency readiness. The building is fully alarmed with Security Alarm Systems audible alarms and motion sensors, which protect the library and CLRC facility after hours. Campus security make regular rounds and are available for escorting students to their vehicles.

The shared building has emergency exit lighting to guide students out of the building safely if there is a power outage. The library and CLRC each have information posted for students and staff in case of an emergency while in the library. Both the library and the CLRC have trained safety monitors. Emergency response training and availability of safety materials have increased substantially since the last Accreditation self evaluation. The College has instituted a new electronic keying system using barcodes on staff and faculty ID cards. Authentication of campus identification is now required on all campus computers, even those within labs that have other modes of check-in, like the CLRC. A “student of concern” system has been instituted that allows students, faculty, or staff to report concerns about student behavior. This allows multiple offices on campus to track patterns of either misconduct or behavior that raises concern and then implement appropriate interventions.

#### *Library*

The library staff have worked extensively with the security department staff through several workshops led by on-campus and off-campus consultants to build emergency procedural knowledge, CPR training, and to enhance supplies for emergency readiness. One library staff member is CERT (Community Emergency Response Training) trained. The library utilizes a checkpoint magnetic detection entrance with magnetic tagging to protect the library collection from theft. Employees regularly circulate through the library to stay aware of the environment and identify any potential problems. The virtual learning environment of the library is maintained and secured

by the campus Information Technology department and by OCLC, the Online Computer Library Center, Inc., an outside vendor, for the library catalog and information discovery system.

### *Learning Support Services*

Learning Support Services (CLRC) staff have participated in several formal trainings by Security staff, including a demonstration/workshop following the “active shooter” campaign on campus, where staff were trained in appropriate responses to catastrophic circumstances. All CLRC permanent staff have received CPR certification training, and there are two Safety Marshals for both day and evening coverage. The CLRC has available survival kits and supplies and has made health and safety a recurrent theme in staff meetings.

### **Self Evaluation**

The College meets the standard. The library and the CLCR have effective security and maintenance for users, and safety and security are reviewed regularly and thoroughly by the staff of both areas. Cleaning remains a problem due to staffing shortages; cleaning service shortcomings require that CLRC and library staff members do a considerable amount of self-maintenance including disinfecting surfaces, vacuuming, and dusting.

### **Actionable Improvement Plan**

None

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**STANDARD IIC.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Descriptive Summary**

#### *Library*

The library has a formal agreement with Online Computer Library Center, Inc. (OCLC) for Worldshare Management Services, WorldShare Discovery Services, and Worldshare Interlibrary Loan. This contract provides a platform for the delivery of library services, discovery of library resources, and the borrowing and lending of library materials between the 69,000 member

libraries. The OCLC cooperative is member-owned and member-governed, and Luria Library is one of the members. The dean for the library is one of 48 member delegates on the Global Council who are elected by the Regional Councils and represent OCLC member libraries in their respective areas around the world.

The Library Director is a member of the Council for Chief Librarians, as is the dean overseeing the library, who also serves on the council's executive board. This Council works in partnership with a consortium of California community college libraries to provide a program of cooperative resource buying.

The library has a formal agreement with Baker and Taylor, a distributor of books for libraries. This agreement provides ongoing cataloging and processing services for the library collections. The agreement and quality of service is managed by librarians and by the library technical services staff.

The reliability of all services provided either directly or through contractual arrangement is assured by annual evaluation by library faculty. Library faculty have ongoing discussions with vendor representatives about the resources that are under contractual agreements, attend training and user group meetings, as well as sit on committees. Database usage is tracked by a librarian and findings are discussed regularly.

### ***Learning Support Services***

The CLRC contracts with Alexander Street Press, a subscription database of over 40,000 full video titles and over 20,000 hours of video content, and reviews the usefulness and effectiveness of the services and products annually.

### **Self Evaluation**

The College meets the standard. The reliability of all services provided either directly or through contractual arrangement is assured by annual evaluation by library and CLRC staff. The library plans to conduct user surveys to determine perceptions about the resources that are under contractual agreements.

### **Actionable Improvement Plan**

None

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## STANDARD IIC.2

**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### Descriptive Summary

#### *Library*

Evaluation of library services is completed through student and faculty surveys, the program review cycle, and analysis of student learning outcome data. Student needs are surveyed regularly by the institution, and the library is consistently among the top-rated services in student satisfaction surveys.<sup>309, 310</sup> The library regularly collects and evaluates usage data of library materials, both circulation of books and use of online databases, and applies the results for collection development purposes.

Additionally, in areas of the collection that depend upon up-to-date materials, such as nursing, in-depth partnerships with department faculty have been created. For example, in 2013 the accreditation process for the nursing program required a comprehensive review of all related materials in the collection, processes for acquiring, and student use data.<sup>311</sup> Feedback on services is collected formally through campus user surveys and informally via every service point.<sup>312</sup> A survey done in 2011 revealed patterns of use and expectations for technology among SBCC students.<sup>313</sup> As part of the faculty evaluation process, students who have received assistance at the Reference Desk are asked to evaluate the quality and effectiveness of the service provided by librarians.

The library seeks opportunities to implement assessment practices to provide evidence of value of the library to student learning. In 2013, the Luria Library was selected to participate in the first cohort of a 14-month, national initiative called Assessment in Action (AIA), to examine and demonstrate the impact of the library on student success. This program follows a specific curriculum and focuses on assessment in both design and application. The study that the Luria Library designed as part of AIA was conducted over two semesters and included 359 students in 17 different sections of English 80. The results of the SBCC study, which were presented at a

<sup>309</sup> [2013 Reflections on SBCC](#) (page 20 and 21)

<sup>310</sup> [2014 Reflections on SBCC](#) (page 22 and 23)

<sup>311</sup> [Nursing Accreditation Visit-Library Services and Resources](#)

<sup>312</sup> [2013 Spring Student Experiences Survey Report](#)

<sup>313</sup> [Student Library and Technology Engagement Survey](#)

national conference in June 2014 and are available in supporting documents, showed that there was a positive relationship between student use of the library and their knowledge and confidence in accessing library resources to conduct research.<sup>314</sup> Additionally, those who used the library found the librarians to be very supportive and welcoming in ways they had not encountered in using other libraries.

As another method of documenting the usefulness of library services for meeting student needs, the library program SLOs are mapped to SBCC's Institutional Student Learning Outcomes (ISLOs), as are library course Student Learning Outcomes (CSLOs).<sup>315</sup> The library has completed three cycles of scoring Student Learning Outcomes and completed two cycles of program improvement planning, as well as course improvement planning. Library faculty have taken a leadership role with the Committee on Teaching and Learning, an Academic Senate committee which is currently engaged in analysis and alignment of Student Learning Outcomes with Institutional Student Learning Outcomes.

The library has assessed its Student Learning Outcomes through questionnaires offered at the Reference Desk, within classes taught in the library, as well as through the SLO scoring cycle that takes place within the Library 101 courses. From these assessments, the library prepared a Program Improvement Plan in 2011 and Course Improvement Plans for Library 101 in 2009, 2012, and 2014.<sup>316</sup> Further, the library has conducted informal surveys about library use and needed resources, through random sample questions, crowdsourcing, and through online suggestion tools.

### ***Learning Support Services***

The Cartwright Learning Resource Center (CLRC) staff undertake regular and significant evaluation of services to meet student needs and to ensure achievement of Student Learning Outcomes. They assess Writing Center SLOs as well as reflection forms, which gauge student satisfaction with the services they have just received. Program Student Learning Outcomes are assessed through surveys of faculty and students as well as data gathered from the SIRS database, a tool for tracking student usage of service area resources. The institution regularly surveys student needs, and learning support services are consistently among the top-rated services in student satisfaction surveys.<sup>317</sup>

The Cartwright Learning Resource Center (CLRC) has been part of the SLO process at SBCC from the very beginning, and the SLO process at SBCC has been dynamic from its inception. The Writing Center has SLOs, and the CLRC has program SLOs. It is currently focused on ISLOs, and the CLRC is directly involved with that process through the workgroup that met during January 2014 and through the work of the Committee on Teaching and Learning, in which both the library and CLRC are active.

<sup>314</sup> [SBCC Luria Library AIA Final Report 2014](#)

<sup>315</sup> [Library Mapping to ISLO](#)

<sup>316</sup> [Library Program Student Learning Outcomes](#)

<sup>317</sup> [2013 Spring Student Experiences Survey Report](#) (page 52)

The CLRC tracks all check-ins to their resources using the SIRS database.<sup>318, 319</sup> When students come to the Check-In counter, their ID cards are scanned and this reveals their current classes in a drop-down menu. This allows individual student use of resources tied to classes to be tracked, with date, time, and duration of student access recorded. The data provide faculty with information about students' out of class work.

In the Writing Center, SLO assessment is folded into the regular observation process, and learning outcomes discussions with tutors awakened them to some gaps in their process. Many tutors realized that they had insufficient information to make an assessment of performance. Use of the forms in a more thoughtful, communicative way, a more learning-centered fashion, has revealed skills that the student had not been given an opportunity to demonstrate. The Writing Center also has student reflections filled out by students at the end of each session and these categories are tied to the Writing Center SLOs.

One of the most service-enhancing Writing Center projects has involved SLO implementation and assessment, an undertaking that began a number of years ago but came into full bloom over the 2011-12 academic year. Tutors were supported in building a shared sense of attention to SLOs, provided training opportunities for discussion of how to assess students' achievement levels, developed methods for recording students' SLO performance (using the most experienced tutors and a modified version of the Session Record form), and compiled the data. In fall 2013, students who used the Writing Center tutors for any class had higher course completion rates than those in the same courses who did not use tutors (86% vs. 71%). Specifically for basic skills writing courses, students who used Writing Center tutors had higher course completion rates in their basic skills writing courses than students in these courses who did not use Writing Center tutors (80% vs. 65%).<sup>320</sup>

In addition to the Writing Center, the other Partnership for Student Success programs undertake regular evaluation of services and staffing. The coordinators of other learning support services meet regularly with faculty, staff, and tutors to review Student Learning Outcomes, relying on data collection at each center. Data analysis shows that students in Gateway classes are statistically more successful than students in the same, Non-Gateway courses, and participation in the Gateway Program at the basic skills level is a strong indicator of future success at SBCC; course completion rates in basic skills and introductory courses with Gateway tutors were higher than those without Gateway tutors.<sup>321</sup>

Qualitative survey data regarding Gateway tutors, who are typically peer tutors, reveal that many students feel more comfortable approaching their Gateway tutors with their concerns regarding a particular class than they do their instructor: thus Gateway tutors provide an important resource to support students with diverse learning styles and needs. To further augment tutor effectiveness, a Gateway tutor-mentor program was piloted for all incoming tutors in Spring

<sup>318</sup> [SIRS Summary Report Fall 2013](#)

<sup>319</sup> [SIRS Summary Report Spring 2014](#)

<sup>320</sup> [PSS Evaluation 13-14 Writing Center Data](#)

<sup>321</sup> [Evaluation Report on the Partnership for Student Success](#) (pages 5-6)



2015. However, there have been some decreases in success in some Gateway sections in the 2013-14 academic year, and this decrease is being studied.<sup>322</sup>

Another major tutoring service is headquartered in the Math Lab. Data is collected for students using the Math Lab and is examined each semester. Success rates for students using Math Lab services are consistently higher than for those who do not use the lab (68% vs. 59%). In particular, for Math 1, Math 4, and Math 100, all basic skills courses with traditionally low success rates, the students who visited the Math Lab passed at higher rates than those who did not.<sup>323</sup>

A third center of tutoring exists in the Academic Achievement Zone, where student athletes have dedicated time and support to complete class work. The coordinator of the Academic Achievement Zone (AAZ) meets regularly with tutors, coaches, and other athletic staff to evaluate the needs of and discuss the data tracked about student athletes. The data consistently show that AAZ users outperform non-users, with higher GPAs, greater successful course completion rates and persistence.<sup>324</sup> The AAZ program has also initiated a self evaluation by the student athletes, to help them understand their own learning needs.

## Self Evaluation

The College meets the standard. All library and CLRC staff participate in a regular cycle of self-reflection and improvement with regard to student learning in committee membership, projects with other faculty, and meetings within the library. Through collection of SLO data, surveys about library use and needed resources, random sample questions, crowdsourcing, online suggestion tools and SIRS data collection, the library and the CLRC staff are able to assess appropriateness and value of programs and services, and make necessary improvements.

The coordinators of other learning support services meet regularly with faculty, staff, and tutors to review Student Learning Outcomes, relying on data collection at each center, and student success rates are demonstrably higher in these areas. In the Gateway program, analysis of sections that have historically lower success rates than comparable sections will be studied and improvement plans instituted. After a recent review of practices, the Math Lab coordinator plans to implement greater collaboration between these three programs (the Math Lab, Gateway, and Express to Success) to explore ways the tutoring programs can more efficiently support each other in increasing success rates in mathematics. In addition to consulting with faculty, staff and tutors, the AAZ coordinator is now conducting interviews with student athletes about how the services meet their needs.

## Actionable Improvement Plan

None

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<sup>322</sup> [Evaluation Report on the Partnership for Student Success](#) (pages 7-8)

<sup>323</sup> [Evaluation Report on the Partnership for Student Success](#) (pages 15-20)

<sup>324</sup> [Evaluation Report on the Partnership for Student Success](#) (pages 21-28)



# Standard III

## RESOURCES



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## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

### Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

#### STANDARD IIIA.1

**The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**STANDARD IIIA.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in the selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## Descriptive Summary

Whether it involves a faculty, staff, or administrative position, the opportunity to engage in the process of hiring a new employee is taken very seriously by the College. Given the limited budgetary resources available for this purpose and the associated ongoing cost of personnel, the College has established guidelines to be followed by those involved in the process, as well as adopting Board Policy 7120 and accompanying Administrative Procedure 7120 providing additional structure for Faculty Recruitment and Selection.<sup>325</sup>

### *Faculty Recruitment and Selection*

Board Policy 7120 Faculty Recruitment and Selection assures that the Superintendent/President will establish procedures for the recruitment and selection of employees. These accompanying procedures have been established, and they describe the details of the recruitment and selection process for the employment of faculty.

Faculty recruitment job announcements state the minimum education and experience qualifications as established by the California Community Colleges Chancellor's Office (*Minimum Qualifications for Faculty and Administrators 2014*<sup>326</sup>); the essential functions and responsibilities of the position, and also describe the working conditions associated with the position. Faculty must possess a master's degree in the specific discipline (or closely related discipline) if an academic discipline. If a career/technical field, faculty must possess applicable education and experience in the field. The job announcement includes the college mission statement and a description of the duties, responsibilities, and expectations of the position.

The minimum qualifications for faculty positions are included on all faculty job announcements. These job announcements also include information stating the applicant's responsibility to have their foreign degree evaluated by a credentials evaluation service.<sup>327</sup> The letter from the

<sup>325</sup> BP and AP 7120 Faculty Recruitment and Selection are currently under revision, to be completed in 2015

<sup>326</sup> [Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014](#)

<sup>327</sup> [English Instructor Job Announcement](#)

credential evaluation service provider, stating that the degree is equivalent to a regionally accepted university in the United States, must be submitted to Human Resources as part of the original application packet in order to remain under consideration for the faculty position. The credential evaluation process for foreign degrees must be completed prior to a candidate being interviewed. An international degree can only be considered if it has already been evaluated as equivalent to that of a U.S. degree. All degrees conferred by institutions in the United States must be from institutions recognized by U.S. accrediting agencies consistent with California Code of Regulations, Title 5, Section 53406. Degrees and coursework from non-accredited institutions may not be used to establish an equivalency. The area department chair or dean is responsible for verifying that any finalist for a faculty position meets the minimum qualifications for the position.

The search for excellence in faculty applicants includes seeking those who embrace how their position contributes to advancing the mission of the College. For example, the current faculty recruitment for a mathematics instructor includes this as a desirable qualification on the job announcement: *“demonstrated experience with utilization of strategies, techniques, and methods that enhance student learning and success and respond to diverse learning styles.”* For an associate degree nursing instructor position currently being sought, this language is included on the job announcement: *“demonstrated experience with utilization of strategies, techniques, and methods that enhance student learning and success and respond to diverse learning styles and diverse cultural, ethnic, socioeconomic, academic, and disability backgrounds.”* The current sociology instructor job announcement includes this statement: *“enthusiasm for teaching at the community college level and commitment to its mission.”* The job announcement for a librarian position includes this desirable qualification: *“experience in working with students from diverse cultural, ethnic, socioeconomic, academic, and disability backgrounds, with a wide variance of information-seeking skills and technological competence.”* These examples are intended to illustrate that the College’s commitment to the mission statement begins as early as the recruitment stage of the relationship. It is insufficient to merely include the mission statement on each job announcement. The desirable qualifications are included on recruitment materials to convey and emphasize the significance of the role of faculty in advancing the mission to the potential applicant.

Additional details included on the job announcement may include the specific location of the assignment, the defined work schedule, associated salary range and funding information, along with the closing date of the recruitment period. These announcements also include clear instructions regarding application procedures for interested applicants.

Clear procedures describing the process and composition of full-time faculty hiring committees can be found in the *Guide for Faculty Selection Committees, 2014*.<sup>328</sup> Tenured faculty committee members from the department with the vacancy (or a closely related department) comprise the majority of the membership on any given faculty selection committee. There are typically six tenured faculty members plus one educational administrator who are invited to participate in this process for each recruitment, and each must possess the discipline expertise necessary to evaluate which applicants are best qualified.

<sup>328</sup> [Guide for Faculty Selection Committees October 2014](#)

One process the selection committee uses for assessing the effective teaching ability of a candidate is by observing a teaching demonstration, which is a required component of the faculty interview process. Effective teaching may also be assessed through the evaluation of a written assignment and through the actual interview process itself. Candidate responses are evaluated by faculty from the same or closely related disciplines who participate on the selection committee. A rubric must be completed by selection committee members for each candidate, and this includes the requirement to rate general background (education and experience); professional expertise/teaching knowledge; understanding of community colleges (purposes, goals, programs); cross-cultural attitudes (experience working with students from diverse backgrounds); communication skills; general impression of candidate's job-related qualifications; potential effectiveness as revealed in the interview; and competency in the use of computers and other multi-media technologies. Scholarly activities such as professional leadership and excellence awards and honors, professional presentations, professional affiliations, and related publications are also considered when evaluating the candidacy of faculty applicants.

Human Resources conducts orientation meetings for selection committees for each faculty recruitment to ensure that the recruitment and selection procedures are understood by all members. Regardless of prior service on faculty selection committees, all committee members are required to complete this orientation process every time they are invited to be a committee member prior to being granted access to any application materials submitted by applicants for consideration.

The standards for the recruitment and selection of adjunct faculty are equally high, but because these are not tenure-track opportunities, the process to be followed is less formal. Department Chairs have significant latitude and discretion to independently select adjunct faculty to hire each semester. Adjunct faculty must meet the same minimum qualifications established by the California Community Colleges Chancellor's Office as full-time faculty, but the selection committee process and procedure as described for full-time faculty recruitment and selection does not pertain to adjunct faculty.

### ***Staff Recruitment and Selection***

To ensure all resources are being used most effectively, beginning in 2013, whenever a staff vacancy occurs, there are additional expectations placed on the hiring supervisor. Rather than automatically replace the vacant position as it was, the hiring supervisor is expected to consider four options as follows:

- replace the vacancy as is;
- use the resource to convert the program's short-term hourly positions to a permanent position (reduce reliance upon the program's use of short-term hourly);
- redeploy the funding to another needed position within the program/ department; or
- provide the funding resource to the top-ranked classified position (either new or vacant from prior years) that has been prioritized by a previous College Planning Council process.



This requirement to reflect on current and future program/department needs provides the opportunity for the hiring supervisor to ensure that limited resources are being used most effectively and efficiently to advance the institutional mission and program/department goals.

Job announcements for staff recruitment are based almost entirely on the Board-approved classification descriptions. These announcements include the basic function of the position, representative essential duties, knowledge and abilities required to perform the essential functions, education and experience requirements, preferred qualifications as proposed by the hiring supervisor, and the working conditions and physical demands of the essential duties of the position. In addition to including the College's mission statement, every job announcement includes this statement of working conditions: "*Sensitivity to and understanding of the diverse academic, socio-economic, cultural, linguistic, disability, and ethnic backgrounds of Community College students.*" The application is an online process and is described on the job announcement. Assistance with this online application process is available during normal business hours in person, by phone, or via email communication from an applicant. Accommodations for a disabled applicant are available by contacting the Human Resources office directly.

The hiring supervisor is responsible for the initial screening of all applications received during the recruitment period. Based on this initial screening, those meeting the preferred qualifications established by the supervisor for the position are invited for a preliminary interview with the interview committee.

The committee is composed of three to five individuals, and shall include male, female, minority, and bargaining unit representation. These committee members are identified and invited by the hiring supervisor to participate on the committee. They may be from the department where the vacancy exists, or may be invited because they are an interested stakeholder from another department. The outgoing staff member and the hiring supervisor do not participate on the preliminary interview committee.

Prior to the commencement of interviews, Human Resources conducts an orientation with the committee reviewing the issues of confidentiality, equal employment opportunity, and the need for objectivity throughout the process. The committee interviews and evaluates the applicants who have been invited for a preliminary interview and determines the three candidates who are best qualified for the position. The hiring supervisor interviews the three finalists and makes the final selection.

### ***Classified Management Recruitment and Selection***

When a classified management vacancy occurs, the College takes advantage of this opportunity to evaluate and assess how to deploy this valuable human resource going forward. The time period between incumbents is the ideal and appropriate time to assess and evaluate current and future needs of the specific area(s) of the College, reflecting any necessary updates and adjustments to the classification description before preparing the job announcement. These modifications are made in collaboration with the leadership of the Advancing Leadership Committee, the consultative group which represents the interests of the classified and academic management positions at the College.

For classified management positions, the minimum requirements for education and experience are established locally, and are clearly stated on the job description and job announcement. As described by their title, these *minimum requirements* are intended to represent the *minimum* required to be able to perform the essential functions of the position, and are also intended to attract a well-qualified and diverse applicant pool, from which the hiring manager can conduct the screening process. Minimum requirements are not intended to exclude or act as a barrier to the application process for any qualified applicant.

The composition of the hiring committee for a classified management position includes male and female representation, plus at least one individual from an underrepresented ethnic group. Also, the inclusion of a classified manager with similar expertise, duties and responsibilities, and representative classified staff with related area expertise are also included on the interview committee. The diversity of the interview committee itself provides assurance of a balanced and objective assessment of the candidates being interviewed.

All management position job announcements include the College’s mission statement, and the following statement as it relates to the working conditions: “*Sensitivity to and understanding of the diverse academic, socio-economic, cultural, linguistic, disability, and ethnic backgrounds of Community College students.*” Including these important statements on all job announcements is intended to inform and advise potential applicants of values that are shared at the College and to convey what will be expected from new classified managers who join the College. The College’s search for excellence also extends to seeking exceptional classified managers.

### ***Educational Administrator Recruitment and Selection***

When a vacancy occurs in an educational administrator position, the College takes advantage of this opportunity to evaluate and assess how to deploy this valuable human resource going forward. The time period between incumbents is the ideal and appropriate time to assess and evaluate current and future needs of the specific area(s) of the College, reflecting any necessary updates and adjustments to the classification description before preparing the job announcement. Major proposed changes in administrative responsibilities are referred to the Academic Senate for input before recruitment is initiated.

Job announcements for the recruitment of educational administrators are based almost entirely on the Board-approved classification description for the position. Minimum education and experience requirements for educational administrators as established by the California Community Colleges Chancellor’s Office (*Minimum Qualifications for Faculty and Administrators 2014*) are included on the job announcement, along with desirable qualifications, which are customized for each recruitment.<sup>329</sup>

The search for excellence extends to seeking exceptional educational administrators. Desirable qualifications stated on a recent job announcement (February 2014) for a Dean of Educational Programs recruitment included *experience and demonstrated leadership in the following areas: strategies for promoting student learning, retention and achievement while maintaining academic standards; application of technology and alternative delivery systems to instructions;*

<sup>329</sup> [Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014](#)

*curriculum development and evaluation; and professional development of faculty and instructional staff; knowledge of and commitment to the mission of the California Community Colleges; ability to work collaboratively with faculty and staff and to function effectively in a shared governance environment.*

Similar to the procedures described previously for faculty, the *Guide for Selection Committees, Educational Administrator Positions, January 2014*, describes detailed procedures to be followed for the recruitment and selection of educational administrators.

The composition of the selection committee is described in the *Guide for Selection Committees*, and includes three faculty members appointed by the Academic Senate, one student appointed by the Associated Student Government, two classified staff employees appointed by the California School Employees Association, local Chapter 289, and two administrators in similar roles appointed by the Superintendent/President. Aside from their role at the College, the members of the selection committee are invited to participate because they have area expertise related to the area of responsibility of the new administrator and share a stake in the actual selection of the new administrator. Human Resources conducts orientation meetings for selection committees for each recruitment for an educational administrator to ensure that the recruitment and selection procedures are understood by all members. Regardless of prior service on other college selection committees, all committee members are required to complete this orientation process every time they are invited to be a committee member prior to being granted access to any application materials submitted by applicants for consideration.

A rubric must be completed by selection committee members for each candidate at the conclusion of each interview, and this includes, but is not limited to, assessing *evidence of a sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of Community College students; ability to communicate effectively, alertness, motivation and interest in position, career objectives, goals, basic responsibilities of position*. Scholarly activities such as college/university teaching experience, working in a field related to the assignment, knowledge of and appreciation for the disciplines for which the position is responsible, professional leadership and excellence awards and honors, professional presentations, and professional affiliations are also considered when evaluating the candidacy of educational administrator applicants.

## **Self Evaluation**

The College meets the standard. In overseeing the employment process for all personnel, Human Resources provides many safeguards to ensure that this standard is met. Human Resources works closely with all faculty and staff selection committees throughout the entire recruitment process to ensure that publicly stated criteria, qualifications, and procedures for selection are understood and are consistently applied. The criteria and qualifications for personnel are clearly and publicly stated on job announcements and in advertising efforts. Tenured institutional faculty with discipline expertise participate in the selection process of new faculty. Degrees held by faculty have been conferred by accredited U.S. institutions or have had equivalence established by an accred-

iting agency. Staff interview committees have a diverse composition and membership comes from the same or related classifications.

### **Actionable Improvement Plan**

The institution will create an Equal Employment Opportunity plan that complies with the Education Code (Sections 87100 et seq.) and California Code of Regulations Title 5 (Section 53001) requirements.

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**STANDARD IIIA.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Descriptive Summary**

Performance evaluations are considered an important management tool for providing formal, documented feedback to employees at scheduled intervals. Performance evaluations are also used as a means to establish goals and objectives to be accomplished during the upcoming period. This formal feedback is not intended to replace the ongoing discussion that takes place between a manager and a subordinate on a routine basis, providing positive reinforcement and course correction guidance between these scheduled intervals, but it is the formal, written process which occurs at specific intervals.

District personnel evaluation procedures are intended to assess effectiveness, encourage improvement, and promote a level of performance that best advances and supports the goals and objectives of the District, as described in AP 7150 Evaluation.<sup>330</sup> The College has evaluation procedures in place for all permanent personnel within the College. These processes vary by employee group and are discussed below.

### **Full-time and Adjunct Faculty**

Full-time faculty include three main types:

- Temporary Contract: These faculty hold positions for a designated period of time.

<sup>330</sup> AP 7150 Evaluation is currently under revision, to be completed in 2015.

- Probationary: Tenure-track faculty have a four-year probationary cycle prior to earning tenure.
- Tenured: Faculty with tenure have already successfully completed the probationary processes for full-time faculty.

In addition, the College employs adjunct faculty:

- Adjunct: These faculty are temporary employees who may be assigned one or more classes.

Board Policy 2100 defines the faculty evaluation policy.<sup>331</sup> The evaluation process for faculty can be found in Procedures for Evaluation of Faculty, Appendix E.<sup>332</sup> Adjunct faculty evaluation procedures are further described in the Adjunct Instructional Faculty Evaluation Packet.<sup>333</sup>

The evaluation of all faculty is directed toward the advancement and achievement of the following objectives:

- to ensure quality instruction and support services on the SBCC campus
- to share ideas for quality instruction and services to students with other faculty
- to identify areas of strength and/or areas needing improvement, and
- to develop a plan for improvement, if needed

The general professional criteria which serve as the basis for evaluating all faculty include: 1) expertise in discipline, 2) effectiveness of teaching performance, 3) availability to students/colleagues, 4) responsibilities to SBCC, and 5) professional growth.<sup>334</sup>

In addition to striving to meet the objectives listed above, tenure-track and tenured faculty are required to render college service as part of their regular duties as a faculty member. College service is defined as service in any of the following: Academic Senate Committees; college wide committees; ad hoc college committees; officer in the Instructor's Association; student club advising; student association advising; department chair; or officer in a national or state organization related to the specific profession or representing the College. College service is considered a significant professional responsibility and is included as part of the criteria for faculty evaluation.

Each category of faculty has specific evaluation time frames as well as a clearly defined evaluation process. Full-time faculty may be evaluated up to seven times during their tenure process. Once tenured, full-time faculty are evaluated every three years. Temporary contract faculty are evaluated during each of the first three semesters and then once per year thereafter. In addition, it is the responsibility of each full-time faculty member to participate in their own evaluation and to participate on an equitable basis in the evaluation of other faculty members.

<sup>331</sup> [Board Policy 2100, 6-27-91](#)

<sup>332</sup> [Appendix E, Procedures for Evaluation of Faculty](#)

<sup>333</sup> [Adjunct Instructional Faculty Evaluation Packet](#)

<sup>334</sup> [Board Policy 2100, 6-27-91](#)

Adjunct faculty are evaluated during the first, second, and fourth semesters of employment and then at least once every three years thereafter.

Faculty who have received satisfactory evaluations in their first two tenured evaluations may make a request to the Executive Vice President to follow the Master Teacher Evaluation process.<sup>335</sup> This procedure involves the following: the faculty member chooses a tenured peer who will distribute and collect student surveys from two classes. The evaluator will then review and discuss the results with the evaluatee and certify that the evaluation is satisfactory.

### ***Classified Staff***

The evaluation process for permanent classified staff can be found in the collective bargaining agreement for this employee group, California School Employees Association (CSEA), Article 15.<sup>336</sup> The staff evaluation form in use was developed collaboratively between CSEA and the District, taking into consideration interests shared by both sides.

This process requires an annual review and discussion of the relevant classification description to ensure a mutual understanding that the staff member is working within the parameters of the description and has been for the review period under discussion. The staff member is required to declare if they have or have not been asked to work outside of their classification description during the review period under discussion, or if they are unsure, they may request a meeting with Human Resources to discuss this and reach closure.

The form requires that ratings of “marginal” or “unsatisfactory” be supported by statements of fact. Specific suggestions from the supervisor intended to aid the employee to improve performance are required before the evaluation can be considered complete and accepted by Human Resources. An improvement plan, in which the supervisor plays a key role, is also encouraged. Timely documentation related to staff performance subsequent to the evaluation discussion is essential in the effective implementation of an improvement plan. Compliments and special commendations are also welcome.

Staff performance evaluations also include completing the Career Success and Satisfaction Plan,<sup>337</sup> which is intended to set professional growth objectives for the staff member to be accomplished during the upcoming review period. Goals and objectives for the upcoming review period, mutually established between the staff member and the supervisor, are also discussed and captured during the evaluation. Accomplishment or progress toward meeting these mutually established goals form the basis for discussion at the subsequent evaluation meeting when new goals are discussed.

The performance factors which are rated include quality of work, work habits, and work attitudes.<sup>338</sup> Classified staff are formally evaluated three times during their initial probationary

<sup>335</sup> [Procedure For Evaluation Of Tenured Master Teachers](#)

<sup>336</sup> [CSEA Agreement Article 15 Evaluations](#)

<sup>337</sup> [Employee Career Success \\_\\_ Satisfaction Plan](#)

<sup>338</sup> [Classified Performance Report](#)

period (4 months, 8 months, 11.5 months), and annually thereafter.<sup>339</sup> The evaluation at 11.5 months is when permanency is determined.

### ***Classified Management and Educational Administrators***

The performance review process for classified management and educational administrators evaluates the execution of administrative and management duties and responsibilities.<sup>340</sup> Managers and administrators are evaluated twice during their probationary period, and then biannually thereafter.

For this group of employees, the entire approach was revised, updated, and launched effective July 1, 2015. A small group of interested volunteers formed a work group to accomplish this task, which began by seeking best practices in place at other California Community Colleges. The response to the query was overwhelmingly consistent. Every college that responded indicated that their management evaluation tool was unsatisfactory, unsuccessful in inspiring performance improvement, and the process itself was dreaded by participants. It was clear that SBCC's new process for evaluating managers and administrators needed to begin from the ground up.

Breaking with tradition, the new process does not include numeric ratings or client surveys. Instead, the evaluator and the manager being evaluated independently prepare text responses to the same six management factors. These factors include: Organizational Effectiveness and Contribution, Leadership, Work Attitude, Relationships with Others, Goals and Objectives, Professional Growth, and Personal Development. There is an additional opportunity to address Overall Summary, Opportunity to Address Areas Not Covered. Detailed guides and prompts are included to assist both authors with their composition of this document.

Once these have been completed, the manager and evaluator meet to review these documents and share their perspectives. The name of this process has been changed from an "evaluation process" to a "progress report." The objective of the new process is to assess the effectiveness of the individual's work and to encourage improvement. A discussion regarding future career goals and professional development objectives are intended to be part of this meeting between the manager or administrator and his/her supervisor. This is a feedback-based process, which is a departure from historical evaluation processes that focused on ratings. Ratings did not inspire performance improvement nor provide constructive, practical feedback.

Because the launch of the new approach was so recent, it is too early to evaluate performance-based results attributable to this new approach. Early indicators are very positive and hopeful, which is based on the positive reception the new approach has received and that managers and evaluators report feeling interested in engaging in this new process with one another.

### **Self Evaluation**

The College meets the standard. The evaluation processes for different groups of personnel assess effectiveness, provide formal, written feedback, and encourage professional development

<sup>339</sup> [CSEA Agreement Article 15 Evaluations](#)

<sup>340</sup> [Management Evaluation Form](#)

and performance improvement. In response to subsequent employee performance, actions taken following critical evaluations are timely and documented. As described, each employee group has stated intervals for the evaluation process and well defined written performance criteria are documented in Board policy, rules and regulations, a Memo of Understanding, and/or collective bargaining agreements.

Participating in institutional responsibilities is considered a professional responsibility for full-time faculty. However, there is a shared value across the different employee groups related to the importance of contributing to the overall effectiveness of the institution. This is accomplished by becoming involved in activities outside of one's job but related to one's expertise, with less regard to constituency than to the contribution that can be made based on expertise.

### **Actionable Improvement Plan**

Based on the anticipated success of the improved classified management and educational administrator progress report process, the College will examine the evaluation processes of the other groups in the interest of supporting the growth and development of these personnel and strengthening the process and outcomes for all who are involved.

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**STANDARD IIIA.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

### **Descriptive Summary**

In an effort to institutionalize the involvement of all faculty in student learning outcome (SLO) - related processes, the job descriptions for full-time and adjunct faculty were modified in 2009 to specify the requirement to participate in SLO-related activities. Full-time and adjunct faculty fulfillment of SLO obligations are also assessed in the faculty evaluation process.

As defined on the Faculty Evaluation Responsibilities Checklist for full-time and adjunct faculty, the instructor (1) “distributes a syllabus during the first week of classes that includes the department approved Student Learning Outcomes,” (2) “assesses and reports Student Learning Outcomes,” and (3) “analyzes Student Learning Outcomes data in order to identify and implement improvement strategies with department faculty.”<sup>341, 342</sup> During the evaluation process, evaluators ensure that faculty members are engaged in this process of assessing, reporting, and analyzing SLO data in order to identify and implement improvement strategies. Each depart-

<sup>341</sup> [Faculty Evaluation Document](#) (items 1.d., 2.e., and 2.f.)

<sup>342</sup> [Adjunct and Educational Support Faculty Responsibilities Checklist](#) (items 1.d., 2.c., and 2.d.)



ment’s development of Course Improvement Plans and Program Improvement Plans draws upon the analysis performed by all faculty members when they enter their SLO data.

It is the responsibility of the instructor to assess, report, and analyze Student Learning Outcomes. This is done by developing SLOs for each course and at the program level (PSLOs), assessing these SLOs, using assessment results to make improvements in student learning, and reassessing SLOs. SLOs are a required part of the course outlines and course syllabi.

As faculty members evaluate the assessment results, they have an opportunity to introduce focused improvement to the content of their courses and the sequencing of the content. Also, the faculty evaluation checklist includes ensuring that all faculty assess, report, and analyze SLO data in order to identify and implement improvement strategies.<sup>343, 344</sup>

## Self Evaluation

The College meets the standard. All full-time and adjunct faculty (instructional and educational support) are required to assess student attainment of the Course or Program Student Learning Outcomes and to enter this information into the College’s SLO information management system. Faculty are evaluated on whether or not they are fulfilling their responsibility to analyze student learning outcome data in order to identify and implement improvement strategies, as indicated on the faculty responsibilities checklist that is part of every faculty evaluation.<sup>345, 346</sup>

This process ensures that faculty are held accountable for creating SLOs and using the data to help guide them in identifying strategies to improve the percentage of their students who have acquired the competencies associated with each of the SLOs. If a faculty member receives a “Needs Improvement” or “Substandard” rating in any of the three categories related to SLOs on the faculty responsibilities checklist, the chair of his/her evaluation committee develops an improvement plan and the faculty member is evaluated again the following semester. Where progress toward achieving SLO goals is not evident, an improvement plan is developed and implemented within the discipline.

## Actionable Improvement Plan

None

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<sup>343</sup> [Faculty Evaluation Document](#)

<sup>344</sup> [Adjunct and Educational Support Faculty Responsibilities Checklist](#)

<sup>345</sup> [Faculty Evaluation Document](#)

<sup>346</sup> [Adjunct and Educational Support Faculty Responsibilities Checklist](#)

**STANDARD IIIA.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

**Descriptive Summary**

The College strives to provide a collegial, professional, safe, and ethical learning and working environment for the entire campus community. Related to the College Mission Statement, SBCC has Core Principles which include participatory governance, a psychologically and physically supportive environment, and the free exchange of ideas across a diversity of learners.<sup>347</sup>

There is a college wide commitment to ensuring that all members of the SBCC community adhere to basic standards of ethical behavior. Board Policy (BP) 2715 details that “Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct. The Board expects its members to work collegially with each other and the Superintendent/President to ensure that decisions are made which are in the best interest of students and the District,” per BP 2715 Code of Ethics/Standards of Practice.<sup>348</sup> This sets the tone and expectations for the entire institution.

The following table includes the policies that guide ethical conduct for the Board of Trustees, students, faculty, and all college employees:

Board Policies that Address Ethical Conduct

Board of Trustees	BP 2200 Board Duties and Responsibilities; <sup>349</sup> BP 2710 Conflict of Interest; <sup>350</sup> BP 2715 Code of Ethics/Standards of Practice <sup>351</sup>
Students	BP 5500 Standards of Student Conduct <sup>352</sup>
Faculty	BP 3900 Speech: Time, Place and Manner; BP 4030 Academic Freedom <sup>353</sup>
College wide	BP 3050 Institutional Code of Professional Ethics; <sup>354</sup> BP 3400 Protected Classes; BP 3410 Nondiscrimination; BP 3420 Equal Employment Opportunity; <sup>355</sup> BP 3430 Prohibition of Harassment; BP 3518 Child Abuse Reporting; BP 7700 Whistleblower Protection; BP 7800 Incompatible Activities

<sup>347</sup> [College Mission Statement](#)

<sup>348</sup> [BP 2715 Code of Ethics-Standards of Practice](#)

<sup>349</sup> [BP 2200 Board Duties and Responsibilities](#)

<sup>350</sup> [BP 2710 Conflict of Interest](#)

<sup>351</sup> [BP 2715 Code of Ethics-Standards of Practice](#)

<sup>352</sup> [BP 5500 Standards of Student Conduct](#)

<sup>353</sup> [BP 4030 Academic Freedom](#)

<sup>354</sup> [BP 3050 Institutional Code of Professional Ethics](#)

<sup>355</sup> [BP 3420 Equal Employment Opportunity](#)

As the title suggests, BP 2200 represents the job description for the elected members of the Board of Trustees. It states that “the Board of Trustees is responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the institution’s mission is implemented.” This policy describes how the Board is to fulfill its responsibilities in upholding the values of the institution, providing leadership for the District, appropriate involvement in institutional planning, and establishing the institutional framework.

The policy addressing conflict of interest, BP 2710, prohibits members of the Board from having any financial interest in any contract made by the Board or financial interest in any contract they make in their capacity as a Board member. This policy extends to the inclusion of the employment and the personal economic interests of the Board member.

The Code of Ethics/Standards of Practice, BP 2715, defines and describes the standards of conduct expected of each member of the Board, and the sanctions associated with violating these standards. These standards are intended to maximize the effectiveness of the Board and the confidence of the public in District governance. “Each member of the Board of Trustees will: act in a manner that reflects the values of the institution; demonstrate effective leadership; promote and maintain good relations with other Board members; and, promote a healthy professional relationship with the Superintendent/President, faculty, and staff.”

Standards of Student Conduct, BP 5500, provides the authority to the Superintendent/President to establish procedures for the imposition of discipline on students, in accordance with the requirements for due process of federal and state laws and regulations. Conduct that is subject to discipline is clearly defined in the associated procedures, and these expectations related to student conduct are made known to students as they join the institution.

The policies addressing Speech: Time, Place and Manner and the policy on Academic Freedom address ethical conduct related to faculty. The principles associated with both of these policies provide faculty the opportunity to give meaning and purpose to the mission of the institution.

There are also policies which address the expectation of ethical conduct college wide. For example, BP 3050, Institutional Code of Professional Ethics, includes all employees, professional volunteers, and members of the Board of Trustees. This policy states that all “are expected to uphold high standards of ethical conduct and adhere to the principles of equity, honesty, mutual respect, and integrity in performing their professional responsibilities.” This policy reaffirms the shared commitment to demonstrate “excellence in education without compromise to the principles of ethical behavior.” BP 3400, Protected Classes, defines this as “Those established by statute and include: national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.” BP 3420, Equal Employment Opportunity describes the institutional intent to support and promote equal employment opportunity, foster a climate of acceptance, while understanding the value of diversity in an academic environment.

## Self Evaluation

The College meets the standard. The twelve Board policies related to ethical standards provide evidence of the College's staunch commitment to ethical conduct and the expectation that ethical conduct be demonstrated by members of the elected Board of Trustees, students, and all employees.

## Actionable Improvement Plan

None

### STANDARD IIIA.2

**The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

## Descriptive Summary

In order to ensure the College maintains a sufficient number of faculty, staff, classified managers, and educational administrators to support the institution's mission and purposes, the College requires all operational units to conduct and submit an annual program review.<sup>356</sup> One important component of program review includes an assessment of staffing needs. It provides a broad understanding of the unit, current trends related to the unit's mission, and an analysis of how the unit serves to meet the overall mission or goals of Santa Barbara City College.

### *Faculty*

As of January 2015, the College employed 239 full-time and 490 adjunct faculty. Faculty submit requests for new full-time positions via the program review process and follow up with a detailed report which is ultimately reviewed by the Academic Senate. The state of California has a long-established goal that a majority of the instruction in the community colleges be conducted by full-time faculty. This ratio has been codified as 75% full-time faculty to 25% adjunct faculty. To ensure progress toward this goal, the state establishes a benchmark number of full-time faculty the institution must have. The benchmark number is adjusted annually by the state, based on external factors. SBCC has always met or exceeded the benchmark number in terms of full-time faculty. Although the institution remains reliant on adjunct faculty because there is not funding at

<sup>356</sup> [AP 4170C Program Review](#)

the level that would allow conversion of all part-time positions to full-time, the commitment to continue to make progress toward the state-established goal is honored and upheld.

As of spring 2014, 52% of instruction was provided by full-time faculty, and 48% by adjunct faculty. Within both groups, appropriate qualifications are required. Santa Barbara City College complies with the standards established and defined by the *Minimum Qualifications for Faculty and Administrators 2014* established by the California Community Colleges Chancellor's Office.<sup>357</sup>

Although doctoral degrees are not required, in 2014-15, 16% of SBCC's adjunct faculty and 28% of the full-time faculty exceed this minimum requirement by holding doctoral degrees relevant to the faculty's area of service. In 2014-15, faculty teaching in the career-technical service areas at SBCC also exceeded the minimum educational requirements established by the California Community Colleges Chancellor's Office. Of the 27 career technical program areas offered at SBCC, only 5 of these areas require faculty to possess a master's degree. At SBCC, thirty-one of the faculty assigned to teach in career-technical programs during 2014-15 possess master's degrees, and 6 possess doctoral level degrees.<sup>358</sup> As evidenced here, faculty are educationally well prepared to fulfill teaching responsibilities at the institution. The longevity of the College's full-time faculty is noteworthy, as 60% have been with the College for more than 10 years.

### ***Staff***

As of January 2015, the College employed 316 classified service staff. Managers, administrators, and faculty may request additional staffing through the online program review,<sup>359</sup> which includes an organizational chart and listing of classified staff positions.

During the recent recession, the institution placed a freeze on hiring permanent replacement staff. To avoid laying off permanent staff while supporting the institution's mission and purpose, the College transferred permanent staff to existing vacant positions within the College. Positions that remained vacant were removed from the department budget going forward, but if there is an ongoing need for these positions, they may be requested as new positions through the program review process. In addition, beginning in 2013 when staff vacancies occur, the hiring supervisor has an opportunity to request replacement or to recommend a reallocation of resources, as outlined in Standard IIIA.1.a. The processes for replacing staff and requesting new staff have been carefully articulated and approved by the College Planning Council.

Subsequent to the recession, there was an opportunity to re-examine the staffing needs of the institution going forward and to begin considering restoring the institution to previous staffing levels. The College Planning Council (CPC) developed a classified staff prioritization process.<sup>360</sup> Adopted for the 2014-15 budget year, this established a process by which new classified staff could be requested and prioritized by a representative subcommittee of the College Planning Council. This committee does not usurp the program review process but rather complements the process by introducing a prioritization process to allocate limited resources toward new staff positions.

<sup>357</sup> [Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014](#)

<sup>358</sup> [Career-Technical Faculty Education Levels 2014-15](#)

<sup>359</sup> [Online Program Review](#)

<sup>360</sup> [CPC Classified Staff Hiring Process](#)

One measure of staff having appropriate preparation and experience can be illustrated by reviewing the starting salary step of new employees, which is based entirely on the number of months of directly related paid work experience the new employee has when beginning work with the College. For example, a new employee with less than twenty-four months (two years) directly related paid work experience would begin on step one. An individual with less than forty-eight months (four years) directly related paid work experience would begin on step two. In 2013-14, exactly 50% of the staff that were hired began on step five or above, which means they joined the College with eight years or more of directly related paid work experience. In 2014-15, more than 70% of the staff joining the College had eight years or more of directly related paid work experience.

The staff population is very stable, with 43% having been with the College for more than 10 years. This stability contributes to the ability of staff to provide the administrative services necessary to advance and support the mission and purposes of the institution.

### ***Managers and Administrators***

As of January 2015, the College employed 62 Educational Administrators and Classified Managers.<sup>361</sup> As evidenced by the organizational chart,<sup>362</sup> these administrative and management positions provide the framework necessary to support the mission and purposes of the institution by developing and providing programs that meet the educational support needs of the diverse student population and the operational needs of the campus. New educational administrator and classified management positions may be proposed at any time during a request for a department reorganization, or during the annual program review process, described under the “Staff” heading above.

Because the process for establishing the starting salary step is the same for managers and administrators as described for staff, the same evidence can be used to illustrate the appropriate preparation and experience of managers and administrators. In 2013-14 and 2014-15, every manager and administrator hired was placed on step five or above, which means that every new manager and administrator began their position with the college having eight or more years of directly related paid work experience.

Twenty percent of the educational administrators and classified managers have doctorate degrees. This is significant because these positions do not require this advanced level of study and education. More than 55% of SBCC’s educational administrators and classified managers have 10 years of college service or more, and the most senior administrator has been with the College in various roles for more than 30 years.

### **Self Evaluation**

The College meets the standard. Based on state regulated mandates, the institution maintains a sufficient number of full-time faculty. The institution would increase the number of full-time

<sup>361</sup> [Management-Supervisory list 1-5-15](#)

<sup>362</sup> [Organizational Chart Jan 2015](#)

faculty if the funding were made available by the state to do so. All faculty, full-time and adjunct, meet or exceed the minimum qualifications required to teach at a community college; these qualifications are also established by the state of California.

To ensure the institution has a sufficient number of staff, a process has been adopted by which new staff positions may be requested and prioritized. The institution has made and will continue to make progress in restoring college staffing levels to that which existed prior to experiencing budget-related reductions. Requests for new educational administrator and classified management positions may be made through the program review process, or a reorganization of the staffing needs may be proposed.

The information provided by each unit in support of the mission and purposes of the institution as part of the program review is considered in the College’s planning processes to inform resource allocation decisions, assess institutional effectiveness, and identify college goals and objectives.

### Actionable Improvement Plan

None

## STANDARD IIIA.3

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**STANDARD IIIA.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

### Descriptive Summary

The District has adopted several Board Policies that ensure fairness in all employment procedures. These include, but are not limited to the examples briefly described in this chart:

BP 3050 Institutional Code of Ethics	“All are to uphold high standards of ethical conduct and adhere to the principles of equity, honesty, mutual respect and integrity in performing their professional responsibilities.”
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BP 3400 Protected Classes	“Those established by statute and include: national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.”
BP 3410 Nondiscrimination	“The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.”
BP 3420 Equal Employment Opportunity	Describes the institutional intent to support and promote equal employment opportunity, foster a climate of acceptance, while understanding the value of diversity in an academic environment.
BP 3430 Prohibition of Harassment	<p>“The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated.”</p> <p>“This policy applies to all aspects of the college environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any college activity.”</p>
BP 7100 Diversity in Employment	“The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.”



BP 7120 Faculty Recruitment and Selection	<p>“The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.</p> <p>An Equal Employment Opportunity plan shall be implemented according to Title 5 and BP 3420 titled Equal Employment Opportunity.”</p>
BP 7130 Compensation	<p>“Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Board.”</p>
BP 7145 Personnel Files	<p>“Upon appropriate advance request by the employee, s/he shall be permitted to examine his/her file within the Human Resources Department.”</p>

The District subscribes to the Community College League of California’s Policy and Procedure Services. Through this Service, biannual legal updates are issued to the District reflecting revisions to state and federal statutes and regulations. The District utilizes these updates from the League’s Policy and Procedure Service as a means for ensuring the board policies and administrative procedures include the latest legally required language reflecting the intent of the legislature. In addition, the District conducts a comprehensive, systematic review of its policies and procedures on a five-year cycle.<sup>363</sup> All board policies and administrative procedures are available for information and review on the College website.<sup>364</sup>

The topic of Chapter 7 of the institution’s Board Policies and Administrative Procedures is Human Resources. In Chapter 7, there are 25 policies and 54 procedures considered, edited, customized, and adopted. Additionally, Chapter 3 focuses on General Institution policies and procedures (30 policies and 34 procedures). Many of the policies in these two chapters are related to the fair treatment of personnel (e.g., Institutional Code of Ethics).<sup>365</sup>

Although specific employment procedures at SBCC vary depending on the type of position (e.g. faculty, staff), fair and equitable employment procedures are followed for each recruitment. At the highest level, employment procedures of the College are governed by Board Policy, i.e. BP 3410 Nondiscrimination, BP 3420 Equal Employment Opportunity, BP 7100 Diversity in Employment, BP 7120 Recruitment and Selection, BP 7130 Compensation, BP 7145 Personnel

<sup>363</sup> [BPAP Continuous Review Cycle \(DRAFT\)](#)

<sup>364</sup> [Board Policies and Administrative Procedures Web Address](#)

<sup>365</sup> [BP 2715 Code of Ethics-Standards of Practice](#)

Files, with additional structure provided in related administrative procedures and relevant collective bargaining agreements.

The College’s website provides information on how to access and search available positions, explains opportunities for computer access if needed, and offers accommodations for applicants with disabilities who self-disclose.<sup>366</sup> The Human Resources Frequently Asked Questions section provides information on the hiring process for full-time credit faculty, full-time staff positions, adjunct faculty, and part-time temporary non-teaching hourly positions.<sup>367</sup> The Human Resources staff are able to assist interested applicants with the employment system if they have questions or encounter any difficulties when applying.

Comprehensive Selection Committee Guides, which address issues of fairness in the hiring process, have been written and made available via the web (Selection Guide Educational Administrators,<sup>368</sup> Guide for Faculty Selection Committees and Classified Employees).<sup>369,370</sup> The Selection Committee Conduct document is reviewed with each hiring committee.<sup>371</sup> Committee members are provided information on their role and responsibility, confidentiality, and communication. Committee members are required to sign a confidentiality agreement document prior to interviews beginning. If a committee member feels she/he is unable to remain objective and neutral throughout the process, she/he retains the option to decline participation on the committee without recourse or sanction.<sup>372</sup>

In order to ensure that job descriptions are accurate and fair, the Vice President of Human Resources oversees completion of a job analysis for every non-faculty position. This involves evaluating the individual position requirements including knowledge, complexity, accountability, and working conditions. This analysis establishes the internal relationships between positions and forms the basis of the organizational structure of the College. The job descriptions also serve as the basis for recruiting, hiring, and salary level determination.<sup>373</sup>

Additionally, the College provides access to continual professional development in the area of fairness in hiring practices. The College is a member of the Central Coast Community College Consortium, which provides professional development workshops on a wide variety of management topics and training through the law firm of Liebert Cassidy Whitmore. Supervisors, managers, and educational administrators are given the opportunity to participate in monthly Liebert Cassidy Whitmore workshops such as “Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committee” (March 7, 2014). Professional growth credit is offered for attendance at these workshops.<sup>374</sup>

<sup>366</sup> [Employment at SBCC](#)

<sup>367</sup> [Human Resources Frequently Asked Questions](#)

<sup>368</sup> [Guide for Selection Committees - Certificated Administrators 1-27-14](#)

<sup>369</sup> [Guide for Faculty Selection Committees October 2014](#)

<sup>370</sup> [Classified Guide For Selection Committees](#)

<sup>371</sup> [Selection Committee Conduct](#)

<sup>372</sup> [Certificated Hiring Committee Confidentiality Guidelines](#)

<sup>373</sup> [Sample Classification Description](#)

<sup>374</sup> [2013-2014 Liebert Cassidy Workshop Schedule](#)

## Self Evaluation

The College meets the standard. The College has adopted and adheres to formal, written policies ensuring fairness in all employment procedures. This information is posted on the college website and is available to employees, prospective employees, and any other interested parties. To ensure currency and relevance, these policies undergo a comprehensive, systematic review on a five-year cycle. Chapter 7 Human Resources is next slated for review in fall 2019 and spring 2020.<sup>375</sup> To ensure regular and systematic review of relevant policies, AP 2410 Board Policy and Administrative Procedure outlines the cycle of review beginning in 2015-16 and continuing through 2025-26.<sup>376</sup>

## Actionable Improvement Plan

None

**STANDARD IIIA.3.b. The Institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

## Descriptive Summary

In order to ensure security and confidentiality of all personnel records, paper personnel records are maintained in individual employee files in locking, fireproof cabinets located in the Human Resources Department. The Human Resources Department is locked during non-business hours, and this department is located in a building which is securely locked and routinely patrolled by Campus Security Officers. On a routine basis, access to these paper files is only granted to Human Resources staff with the responsibility for maintaining these files or Human Resources staff with a job-related need to research information located in an employee file.

The College's extensive electronic personnel records are maintained in Banner, the enterprise level integrated database system. Banner is considered an industry standard for colleges seeking a secure and efficient system to store protected and highly confidential information and data. Access to Banner is highly regulated by a process overseen by Information Technology (IT). Only at the request of a college administrator, limited access to Banner is granted by IT based on area of work, type of responsibility, and need to know (i.e. access for report generation versus access for data entry). Access to electronic personnel information is strictly and appropriately limited.

California Labor Code 1198.5 grants every employee the right to inspect the personnel records that the employer maintains relating to the employee's performance or to any grievance

<sup>375</sup> [AP DRAFT Continuous Cycle Review](#)

<sup>376</sup> [AP 2410 Board Policy and Administrative Procedure](#)

concerning the employee. California Education Code section 87031 reinforces this Labor Code section and adds that no materials may be placed in an employment file unless the employee is given notice and given the opportunity to review and comment on the information. Every Santa Barbara City College employee has the right to inspect his/her personnel records during normal business hours. Additionally, any medical records the College receives from the medical provider of an employee are maintained separately from their confidential personnel file.

The College is committed to maintaining a standard of record keeping which is secure and confidential. Board Policy 7145 Personnel Files<sup>377</sup> reflects the commitment of the College to protect the security and confidentiality of these records and to allow reasonable and appropriate access to these records.

The collective bargaining agreement with the Instructors' Association Article 7 provides that certificated personnel files shall be maintained under the following circumstances:<sup>378</sup>

- *7.1 Upon appropriate advance written request by the employee he/she shall be permitted to examine his/her file.*
- *7.2 No derogatory material relative to an employee's conduct, service, character or personality shall be placed in the file unless the employee has had an opportunity to read the material and comment thereon. An employee shall have the right to enter, and have attached to any derogatory material, his/her own comments. An employee shall receive a copy of all evaluations put in his/her file.*
- *7.3 The employee shall be permitted to request that any such derogatory material in his/her file be reproduced.*
- *7.4 Nothing in this policy shall allow the employee access to confidential references.*

This agreement along with Board Policy and legal mandates reinforce the commitment to maintaining secure, confidential personnel records.

### **Self Evaluation**

The College meets the standard. The institution provides for the security and confidentiality of personnel records through the use of locking, fireproof cabinets for paper records and through the use of a highly secure electronic records system with limited and restricted access. Each employee has access to his/her personnel records in accordance with law. Board Policy 7145 Personnel Files reflects the commitment of the College to protect the security and confidentiality of these records, and allow reasonable and appropriate access to these records.

All who have responsibility for or access to this information take the confidentiality and security of personnel records very seriously. The College has not experienced any incidents or complaints related to the inappropriate release of personnel records or any breach of confidential information related to personnel.

<sup>377</sup> BP 7145 is currently under revision, to be completed in 2015

<sup>378</sup> [Article 7 Instructors Association Agreement](#)

## Actionable Improvement Plan

None

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### STANDARD IIIA.4

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**STANDARD IIIA.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### Descriptive Summary

The College’s mission statement, “*As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all,*” provides the framework for the College’s commitment to equity and diversity. Stating the commitment to provide “a diverse learning environment” which “fosters opportunity for all” as the focus of the college mission demonstrates the significance the institution uniformly attributes to equity and diversity.

In addition, Board Policy 7100 Diversity in Employment declares and reinforces the institution’s commitment to diversity. To quote from the policy:

*The District is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Furthermore, the District is committed to employing qualified administrators, faculty, and staff members who are dedicated to diversity, equity, and student success.<sup>379</sup>*

This Board Policy affirms the importance of diversity in the institution, which is further emphasized in the College’s hiring practices.

Questions related to equity and diversity are included in all full-time faculty employment interviews and the responses to these questions are considered as seriously as responses to all

<sup>379</sup> [BP 7100 Diversity in Employment](#)

other interview questions. The rubric associated with interviews for full-time faculty positions includes three important criteria related to rating the aspects of equity and diversity: “*understanding of community colleges (purposes, goals, programs)*”; “*cross-cultural attitudes (experience working with students from diverse backgrounds)*”; and “*evidence of a sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of Community College students.*”<sup>380</sup> The first step to supporting diverse personnel is to consider issues of diversity during the hiring process.

After hiring occurs, to fully support the professional development needs of diverse employees, the All Campus Kick-Off events, conducted twice annually at the start of fall and spring semesters, offer a wide variety of workshop options to all college employees. Examples of some of the workshops offered at the spring 2015 All-Campus Kick-Off include “Engaging Intercultural Perspective Inside and Outside the Classroom,” “Beginning the Dialog: Practicing Teaching for Cultural Inclusivity,” and “Chumash Culture Walking Lecture.”<sup>381, 382</sup>

The workshop topics are derived from survey feedback obtained from previous kick-off events and the ideas generated by the diverse Professional Development Advisory Committee responsible for planning these events. Current faculty and staff with a particular expertise and a willingness to introduce others to a subject area lead many of these workshops. Training opportunities and educational activities are designed by a number of campus programs and departments. Participant evaluations and participant input help determine which workshops bear repeating. The flexible approach to the determination of which workshops to offer and the emphasis on survey feedback has assured a diversity of offerings and an equitable approach to participation.

The Professional Development Center (PDC) also plays a role in supporting needs of diverse personnel. The PDC develops and offers short workplace training courses to Santa Barbara area employers, including Santa Barbara City College employees who are encouraged to participate in relevant courses. Some examples of available courses include “Building Strength Through Diversity,” “Generational Diversity,” “Identifying Personality Styles,” “Leading Teams,” and three levels of “Occupational Spanish.” New courses are requested by local area employers and are developed and offered by the College. College employees are frequently students in these training courses.

In addition to professional development opportunities, the College also addresses the personal needs of diverse personnel. Santa Barbara City College is sensitive to the variety of outlying needs employees may have and offers the resources of a local employee assistance program (EAP) called Save A Valuable Employee (SAVE) at no cost to all employees and their families.<sup>383</sup> SAVE provides completely confidential guidance and referral services to assist with the personal concerns of employees, for family-related concerns, and for assistance with legal and financial issues. The institution recognizes that a diverse employee population also brings forth diverse

<sup>380</sup> [Interview Rating Sheet for Full-Time Faculty](#)

<sup>381</sup> [Spring 2014 Kick Off](#)

<sup>382</sup> [All Campus Kickoff Workshops, Spring 2015](#)

<sup>383</sup> [SAVE Program Brochure](#)

needs in terms of support services and availability of resources. SAVE is able to meet the demand of the institution for an extraordinary range and variety of employee challenges. SAVE publishes two newsletters addressing a wide range of issues on a monthly basis, one for supervisors and one for staff.<sup>384, 385</sup> These are distributed campus wide to all employees via email.

The institution offers another employee assistance program at no additional cost to Anthem Blue Cross medical coverage subscribers, available also to those who share a household with the subscriber. This employee assistance program (EAP) is available 24/7 via an 800 telephone number, and provides referral to appropriate resources in the relevant geographic area. Available referral resources range from personal counseling for emotional and mental health to referrals to resources for legal advice or financial planning. The purpose of the EAP is to help an employee or family member address a wide range of challenges related to life management, which could otherwise interfere with their work for the institution.

On-going health screening for employees and their families is offered through Self-Insured Schools of California (SISC), with small financial rewards offered as incentives to participate.<sup>386</sup> In addition, eligible employees and their families select appropriate level family medical, dental, and vision coverage through the comprehensive health insurance benefit program offered by the institution.

As evidence of a commitment to the health and wellness of all college employees, Human Resources staff contacted local fitness centers and gyms in 2014 to negotiate reduced membership rates for those employed by SBCC. Several of these providers responded with competitive offers and many employees have followed up and made a personal decision to join.

To address the housing needs of diverse employees, the College is a member of the Coastal Housing Partnership,<sup>387</sup> which provides education for first-time home buyers and discounts on some costs related to home purchase or refinancing.

## Self Evaluation

The College meets the standard. The institution creates and maintains appropriate programs, practices, and services that support diverse personnel. The college mission statement makes a staunch commitment to diversity and equity. The Professional Development Center is dedicated to creating and offering workshops and training appropriately in response to stated needs. The All-Campus Kick-Off events offer a variety of diverse workshop opportunities to all employees each semester. A diverse and creative array of employee benefit offerings strives to satisfy the needs of a diverse population. The promotion of diversity and equity are an integral and on-going aspect of the college culture. Embracing and valuing this cultural aspect is an expectation of all employees who join the College. This statement is included on all job announcements and considered to be an aspect of the working conditions at the College: *Sensitivity to and under-*

<sup>384</sup> [Supervisors SAVE Monthly Newsletter](#)

<sup>385</sup> [Staff SAVE Monthly Newsletter](#)

<sup>386</sup> [SISC Health Smarts Health Screening Flyer](#)

<sup>387</sup> [Coastal Housing Partnership Flyer](#)

*standing of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of Community College students, making it evident to those considering to apply for employment with Santa Barbara City College that equity and diversity are primary values of the institution.*

## Actionable Improvement Plan

None

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**STANDARD IIIA.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

## Descriptive Summary

The College’s mission statement commits to providing “a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all,” which would not be valid without analyzing the data associated with the community and the recruitment outreach efforts to ensure continued employment equity and diversity.

The institution advertises its open positions for faculty, staff, and administrators on a variety of websites and mailing lists with the objective of attracting a diverse applicant pool. Vacant positions are announced to a range of diverse agencies such as Candalaria American-Indian Council, National Council of Negro Women-Southern California, Centro Familiar, and Dev-ereaux Foundation. As an example of the range of organizations contacted, the mailing list for recruitment of classified staff positions is included for reference.<sup>388</sup>

The College attempts to gather demographic data from all applicants consistent with govern-mental reporting categories and requirements. Relying on this self-reported data, the College is able to review these statistics and observe progress toward increasing the diversity of the employee population. The table below illustrates data for applicants during the 2013-14 aca-demic year, divided into the four main employment divisions of faculty, staff, managers, and administrators. Data include the number of applicants for each position type, the percentage of applicants who chose to voluntarily disclose their ethnic minority status, and the percentage of applicants who disclosed their gender as female.<sup>389, 390, 391</sup>

<sup>388</sup> [Classified Job Posting Mailing List](#)

<sup>389</sup> [2013-2014 Classified Staff Management Applicant Statistics by Position](#)

<sup>390</sup> [2010-2014 EEO Classified Staff and Classified Management Applicant Pool, Cumulative](#)

<sup>391</sup> [2010-2014 Faculty and Ed Admin EEO Applicant Pool](#)



### 2013-14 Recruitment Information, Sorted by Type

Position Type (Number of Positions)	Number of Applicants	Self-Identified as Ethnic Minority	Self-Identified as Female
Faculty (15)	1,250	32%	39%
Staff (34)	1,900	34%	40%
Managers (4)	217	30%	41%
Administrators (6)	223	31%	30%

In all employment categories reported, of the applicants who chose to disclose, these statistics represent only a very slight decline in minority and female applicants over prior years.

On an annual basis the College also produces a snapshot of the composition of permanent faculty, staff, and managers who have been hired, sorted by gender and ethnicity.<sup>392</sup> In 2013-14, the institution hired 15 full-time faculty. Of these new faculty, 10 were female (67%) and 6 identified as minority (40%). This information enables the institution to analyze and assess its record in employment equity and diversity on an ongoing basis by comparing annual statistics of recruitment and hiring.

### Self Evaluation

The College meets the standard. The institution is attentive to applicant pool diversity and the changing demographic composition of the employee population. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission. Recruitment outreach efforts are intended to extend and expand the diversity of the workforce, contributing to a diverse learning environment for Santa Barbara City College students, consistent with the mission of the institution.

### Actionable Improvement Plan

None

**STANDARD IIIA.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

### Descriptive Summary

The Core Principles of Santa Barbara City College guide all aspects of instruction, organization, and innovation:

<sup>392</sup> [Employee Data - New Hires Table 2004 to Present](#)

- Student-centered policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- Free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

The California Education Code requires that community colleges genuinely and effectively include campus constituencies in the institutional decision-making process. This process is identified as participatory governance. Board Policy 2510 Participation in Local Decision Making,<sup>393</sup> reflects and defines this commitment to participatory governance:

*The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board's action and administrative procedures for Superintendent/President's action under which the District is governed and administered.*

*Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.*

Participatory governance is a core principle of the College, and as such it is essential that the members of the college community know how their voice can be heard in the decision-making process. To assess the awareness across the institution of the college governance process, a college wide survey that was conducted during fall 2014 (*Reflections on SBCC 2014*) included a statement related to the extent of one's awareness of the governance and organizational groups that contribute to campus decision-making. Nearly 73% of those responding agreed with the statement indicating their awareness of these campus decision-making groups. *Reflections* survey results from fall 2013 indicate a 65% agreement with this same statement, indicating that college efforts in response to this survey result have made a significant difference. Approximately 72% agree or are neutral with the statement that they have the opportunity to actively inform campus decision-making. Approximately 64% feel that their voice can be heard or are neutral.

The *Reflections on SBCC 2014* survey also measured agreement with the statement: "The Superintendent/President leads the institution in promoting and fostering institutional integrity." More than 85% of those responding expressed agreement or neutrality with that statement. The question: "Are you happy working here?" received an overwhelming 97% response as happy or somewhat happy. This same question in the fall 2013 survey resulted in a 96% result, which indicates improvement is also being made in the area of employee satisfaction with the institu-

<sup>393</sup> [BP 2510 Participation in Local Decision Making](#)

tion as an employer. Feedback from surveys such as this provides the institution with critical information from the entire college community to ensure that the commitment to integrity is upheld and maintained.

The College's *Resource Guide to Governance and Decision-Making*, initially published in spring 2013 and then updated in April 2014,<sup>394</sup> describes the roles and types of the different constituent groups on campus. Having this information assembled clarifies the local decision-making process and protocol followed on campus, demystifying and making transparent how to become involved in participatory governance.

One major tenet that supports the integrity in the treatment of faculty and students is academic freedom. In order to fully be a part of participatory governance and classroom discussion, there must be opportunities for the free exchange of ideas across a diversity of learners, and this is upheld and supported by Board Policy 4030 Academic Freedom. This policy provides faculty the freedom they need in pursuit of full inquiry within the academic community. As the policy states: "*Academic freedom is essential in institutions of higher education if they are to make their proper contribution to the common good.*"<sup>395</sup> Such policies form a foundation of integrity in relation to the treatment of employees and students.

In addition, the College strives to provide a psychologically and physically supportive environment for all members of the community. Policies and procedures ensure that the College takes very seriously and maintains an environment of zero tolerance for harassment of any kind as evidenced by BP 3430 Prohibition of Harassment.<sup>396</sup> The College also engages in the interactive process with employees relative to requests for disability-based accommodation upon self-identification and request as described in AP 3430.<sup>397</sup>

## Self Evaluation

The College meets the standard. Adherence to a commitment of transparency in communication, widespread distribution of information, and encouraging broad participation in leadership and governance are all fundamental values and core principles within the college culture. In addition to the legal protections generally available, there are Board approved policies and administrative procedures in place ensuring and protecting the due process rights of all members of the campus community. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

## Actionable Improvement Plan

None

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<sup>394</sup> [Resource Guide to Governance and Decision-Making April 2014](#)

<sup>395</sup> [BP 4030 Academic Freedom](#)

<sup>396</sup> [BP 3430 Prohibition of Harassment](#)

<sup>397</sup> [AP 3430 Procedure for Employee Request for Disability Based Accommodation\(s\)](#)

## STANDARD IIIA.5

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**STANDARD IIIA.5.a. The institution plans professional development activities to meet the needs of its personnel.**

### Descriptive Summary

Board Policy 7160 Professional Development, and the associated administrative procedure, reflect and support the commitment of the District to professional development.<sup>398</sup> The policy provides for the professional development of all employees, consistent with the District’s mission and in accordance with law, to ensure that resources will be allocated to support the fulfillment of these identified learning needs.

Arising from two legal mandates found in the California Education Code (Section 87151) and the California Code of Regulations (Title 5, Division 6, Chapter 6, Supchapter 8, Article 2, Section 55730), the SBCC Professional Development Advisory Committee (PDAC) was established in October 2014. This constituent-based committee has the responsibility for planning professional development activities, and includes representatives from all campus constituencies: managers/administrators, classified staff, faculty, and students. The charter document of this committee includes responsibility for “creating a plan for developing and carrying out activities to address the identified critical needs.”<sup>399</sup> This document also states that this group is to “align plan with District strategic goals and *Educational Master Plan*.” This additional responsibility is not specifically identified in the legal citations but was based on a local priority to link as many planning processes as possible to the overarching directions and goals outlined in the EMP.

In addition to promoting individually-oriented professional development opportunities available to the different employee groups, beginning in September 2012, SBCC instituted an All-Campus Kick-Off. This is a two-day event scheduled to occur the week before the first day of the upcoming semester. The morning session of the first day includes presentations from “The Presidents” (Academic Senate President, Classified Consultation Group President, Superintendent/President), and a State of the College Address, followed by breakout workshop sessions open to faculty, classified staff, and managers.

Workshop topics include a wide variety of offerings, including Google Tips and Tricks, Substance Abuse on Campus, Hands-On CPR/AED, Engaging Intercultural Perspective Inside

<sup>398</sup> BP 7160 Professional Development is currently under revision, to be completed in 2015

<sup>399</sup> [SBCC Professional Development Advisory Committee](#)

and Outside of the Classroom, and Sustainability at SBCC as a few examples. These workshops are available to all employees and are well-attended.<sup>400, 401</sup> In order to provide staff the opportunity to participate in these workshops, the campus offices are officially closed for the day.

The second day is dedicated to meeting the needs of faculty returning to campus, with an Educational Programs update, an Academic Senate update, and required Division and Department meetings. Classified staff and managers return to their regular assignment on this second day while faculty convene and prepare for the start of the semester in their specific area.

### ***Faculty***

It is an expectation that faculty will engage in professional development activities on an on-going basis and seek ways to improve their effectiveness. Additionally, it is expected that faculty will maintain currency and depth of knowledge in their discipline by participating in professional organizations, conferences, workshops, reading professional journals, and engaging in informal discussions with colleagues. These expectations are included in both the instructional and educational support faculty job descriptions and list of associated responsibilities.

The institution supports the Faculty Resource Center (FRC) on campus, whose purpose is to provide support in the form of instructional consultation, training, and materials development for faculty. The FRC employs two faculty and five staff, who collaborate to provide services in the following five forms:

- Training of faculty who want to make use of technology in any classroom environment;
- Consultation and advisement about teaching strategies and technologies selection including feedback on teachers' materials;
- Support of development of instructional materials for teachers;
- Exploration of new technologies for teaching in the classroom; and
- Leadership in making recommendations to faculty and the administration about technology initiatives.

Members of the FRC team are represented on college committees and on college workgroups. The FRC employees conduct scheduled group workshop training, specialized training, and are available for individual ad-hoc training. The scheduled workshops are publicized and promoted through campus email. A comprehensive website provides faculty with detailed information regarding professional development opportunities and information, resources, and relevant related college information.<sup>402</sup>

The purpose of Faculty Professional Development (formerly called “Flex”) is to provide time for faculty to participate in development activities that are related to “staff, student, and

<sup>400</sup> [Spring 2014 Kick Off](#)

<sup>401</sup> [All Campus Kickoff Workshops, Spring 2015](#)

<sup>402</sup> [Faculty Development \\_ Faculty Professional Development](#)

instructional improvement” (Title 5, sec. 55720). The Faculty Professional Development calendar allows faculty 60 hours each year to work individually or with groups to achieve such improvement. Given SBCC’s adoption of a flexible calendar, ten days (60 hours) of faculty professional development activities are required annually.<sup>403</sup>

Individual professional development activities may be credited toward professional development as long as a connection can be established between the activity and improvement of instruction and instructional support at the College and there is evidence that this activity is above and beyond the responsibilities assigned to a faculty member as outlined in the faculty job description.

The Faculty Professional Development Committee (FPDC) of the Academic Senate, in cooperation with the Director of Faculty Professional Development, serves as the oversight body for determining the appropriateness of all Faculty Professional Development activities. However, faculty are encouraged to forward to the FPDC their recommendations for changes or additions to the guidelines. The FPDC reviews the guidelines and recommended changes throughout the year. The FPDC submits the FPDC-approved edits to the Academic Senate as an information item at the first March Academic Senate Meeting of each year.

Sabbatical leaves that provide specific training and faculty development are offered to tenured faculty. Faculty may elect to take a one-semester sabbatical or a full academic year sabbatical, as outlined in AP4022 Sabbatical Leaves Procedures.<sup>404</sup> This opportunity is also included in the 2013-16 bargaining agreement between SBCC and the Instructors’ Association, which states that a total of four full academic year sabbaticals will be awarded each year.

### *Staff*

As with faculty, all classified employees are encouraged to participate in the All-Campus Kick-Off workshops. The campus offices are closed on this day each semester to support and facilitate this participation. Workshop creation and development is based on survey feedback received from participants and from suggestions offered. These workshops are intended to respond to stated and identified needs and to promote opportunities for personal growth and exploration.<sup>405</sup>

Classified employees also have the opportunity to participate in professional development courses offered through the Professional Development Studies department of the Educational Programs division:

<sup>403</sup> [Faculty Professional Development\\_ Requirements Contract](#)

<sup>404</sup> [AP 4022 Sabbatical Leaves Procedures](#)

<sup>405</sup> [Spring 2014 Kick Off](#)

*The Professional Development Studies (PRO) department was formed in Fall of 1999 to house short, credit-based workplace training classes. The department now has fifty-nine short courses, two full-time faculty members, and works with about ten adjunct faculty members. The Professional Development Center (PDC) markets its PRO courses to the local Santa Barbara business community. Most of the classes are conducted at the client's site. The PDC provides training to all employees of the City of Santa Barbara.*<sup>406</sup>

When space is available in a scheduled PRO course, the offering is publicized to SBCC employees. The wide range of course offerings are business or work related, some skill-based and some “soft skills.” A popular course series is entitled “Spanish in the Workplace,” with three proficiency levels offered. This series is geared toward the employee who needs to improve in using Spanish to communicate with the public or fellow employees. There is also a series of workshops which focus on “Effective Supervision,” and other workshops deal with “Conflict Resolution,” “Ethics and Integrity in the Workplace,” “Leading Teams,” “Building Strength Through Diversity,” “Interpersonal Communication,” “Time Management,” and “Dealing with Criticism and Difficult People.” Computer training is also available at the Professional Development Center by enrolling in credit courses in three levels of MS Office.

Participation in professional growth is incentivized for classified employees through the provision of financial rewards which are earned based on the number of professional growth points attained. These Professional Growth Increments (PGI) have a \$250/year value to the employee, and each employee may earn up to eight increments (\$2,000/year). These bonuses continue annually for as long as the staff member is employed at SBCC. To generate additional interest and participation, this program was revised in July 2012 to reduce the number of points required to earn an increment (from fifteen to twelve), and the maximum number of increments that could be earned was increased (from six to eight).

As of January 2015, there were 86 classified employees who had been awarded Professional Growth increments. The Professional Growth Program is popular and is gaining momentum. In addition to workshops offered as part of the All-Campus Kick-Off, other acceptable Professional Growth activities include SBCC credit classes, CPR certification classes, audited credit classes, SBCC noncredit courses, as well as voluntary community and college leadership participation. Staff may also submit professional growth hours earned through attendance or by presenting at a professional conference.

The classified employee performance evaluation process includes a factor rating for professional development. The supervisor is to consider whether the staff member participates in training. Questions to consider are: Do they apply concepts to their work assignment?; Do they share knowledge gained through Professional Development with others?; and Do they participate in the Professional Growth Program themselves? During the first year of employment, the classified performance evaluation discussion also includes an optional document entitled “Career

<sup>406</sup> [Professional Development Center](#)

Success and Satisfaction Plan.” This document facilitates a discussion between the supervisor and the staff member relative to mapping out an agreed-upon training plan for the first year.

Although not a professional responsibility or requirement as it is for faculty, professional growth is voluntary but highly encouraged for classified employees.

### ***Managers and Administrators***

Managers and administrators are also expected to maintain currency in the skills needed to perform their responsibilities. The Management Group Professional Growth Incentive Program (MPG) is designed to encourage all classified supervisors/managers and educational administrators to grow, develop, and improve professionally by participating in formal educational opportunities and other approved training and leadership activities. The MPG incentive program’s cash bonus is equivalent to the classified employee program described previously. As of January 2015, there were sixteen Managers and five Educational Administrators who had been awarded Professional Growth increments.<sup>407</sup>

The management group meets on a monthly basis, with some meetings devoted to a professional growth need rather than discussing and learning about important college business as a group. A volunteer within the group frequently leads these professional growth-oriented meetings. For example, in March 2013, the meeting facilitator was the Athletic Director, and the topic of the meeting was Team Building. In preparation for this meeting, this is the message that was sent to the members of the management group:

*When I “volunteered” to facilitate the next managers meeting many of you showed great interest in looking further into how we build teams within Intercollegiate Athletics. Accordingly, we have what should be a fun 40 minute period on the agenda that will focus on some practical ways to build a team from a coach’s perspective that I sincerely hope will help you in further building your “team.”*

This meeting included the following preparatory homework assignment.

*Please contemplate the following questions:  
How would you, ideally, like people to describe your area/department/division?  
What are some of the specific goals of your area/department/division?  
Who is on your “Team” and what are some examples of shared benefits and consequences that the team can experience?  
Think of some specific examples of how a member of your team would know that you care about them (not just their work)?*

By combining reflection along with practical tips, managers had the opportunity to augment their team-building skills.

<sup>407</sup> [Human Resources Management Professional Growth Program](#)



At the December 2013 management meeting, the topic was time management and featured Sarah Caputo, who presented concrete suggestions for working more efficiently as managers, including organizing work space and tasks in a way that reflects priorities and managing time relative to email and other unscheduled tasks. Key themes included how to manage work instead of having work manage the employee, and Sarah outlined a system for using dedicated blocks of time most efficiently. The College also supported one-on-one follow-up sessions with individual managers so that Sarah could customize her feedback to their particular work space and time needs. Eighteen managers participated in one-on-one follow-up sessions subsequent to the initial workshop.

Other typical topics focus on learning new technology-related skills. For example, in May 2014, the monthly management meeting agenda focused on “Increasing productivity through email and Google best practices - Making it work for you!” It featured two SBCC managers and an outside consultant presenting on this professional growth topic.

In addition to monthly meetings, there is an annual management retreat held off site during August, which in recent years has focused on strengthening the relationships and inter-relationships within this group through participation in team-building activities.

Managers are also eligible for a variety of other professional growth opportunities. The College supports an annual membership to the Central California Consortium of Community College Districts, sponsored by the California employment and public sector law firm of Liebert Cassidy Whitmore (LCW). One benefit of this membership is the opportunity to participate in a monthly professional growth activity in the form of a video/on-line workshop hosted by a legal expert from LCW. The specific workshops offered vary annually, but they serve as an ongoing resource for professional growth for the managers and administrators of the College. Although some of the workshops are pertinent to staff, and staff are welcome to attend, the content of most of the workshops offered is most relevant to management.<sup>408</sup>

In addition to the workshops, managers are encouraged to pursue additional education. A manager pursuing an advanced college degree is eligible to receive tuition reimbursement of up to \$2,000 per year, not to exceed \$8,000, while employed by the College.

Professional development is a performance factor evaluated during the management evaluation process, and it is evaluated in two ways. Managers are evaluated with respect to their own participation in professional growth and development and also evaluated on the support and encouragement provided their subordinate staff in accomplishing their professional growth aspirations and needs.<sup>409</sup> In 2013, the College introduced a recognition program for the Outstanding Administrator of the Year. Eligibility criteria require that the administrator be a participant in the Management Group Professional Growth Incentive Program in order to be considered for this award.<sup>410</sup>

<sup>408</sup> [2013-2014 Liebert Cassidy Workshop Schedule](#)

<sup>409</sup> [Management Evaluation Form](#)

<sup>410</sup> [Outstanding Administrator of the Year](#)

## Self Evaluation

The College meets the standard. Professional development is a valued aspect of the culture of SBCC, and ongoing professional development is an expectation for all college employees. This is evidenced by the efforts of the Faculty Professional Development Committee, the Professional Development Advisory Committee, the Faculty Resource Center team, and the provision of financial incentives to the classified and management group employees for participating in professional growth activities. Those responsible for determining internally-sponsored professional growth activities are guided by institutional need. The College plans professional development activities in response to the needs of faculty, staff, and management.

## Actionable Improvement Plan

None

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**STANDARD IIIA.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs, and uses the results of these evaluations as the basis for improvement.**

## Descriptive Summary

The SBCC Professional Development Advisory Committee was established in October 2014. The charter document of this committee includes responsibility for “creating a plan for developing and carrying out activities to address the identified critical needs.”<sup>411</sup> This committee is obligated to “conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the district.” The Professional Development Plan is to include the results of this needs survey, a plan for developing and carrying out the activities addressing the identified critical needs, a report of the actual expenditures required, and an evaluation of the effectiveness of conducted activities. This document also states that this group is to “align plan with District strategic goals and Educational Master Plan.” This additional responsibility and commitment is not specifically identified in the legal citations but was based on a local determination.

A feedback survey is conducted following the All Campus Kick-Off workshops to assess the effectiveness of the training and identify additional training needs.<sup>412</sup> This participant feedback is essential to the Professional Development Advisory Committee responsible for the creation and sponsorship of future kick-off workshops. Subsequent workshop offerings may be modified in response to the feedback received from participants.

Another source of training is the Professional Development Studies (PRO) classes offered at the Wake and Schott Campuses. These routinely have an evaluation sheet to be completed by

<sup>411</sup> [SBCC Professional Development Advisory Committee](#)

<sup>412</sup> [All Campus Kickoff Spring 2014 Feedback Report](#)

participants at the conclusion of each class. The content and the facilitator are each evaluated. Future classes may be modified or new classes may be developed based on this feedback. The monthly Liebert, Cassidy, Whitmore seminars on legal issues have evaluation sheets to be completed by participants at the end of each class. Members of the Central California Consortium of Community College Districts sponsored by the California employment and public sector law firm of Liebert Cassidy Whitmore (LCW) are invited to participate in the selection of seminars to be offered to the Consortium the following calendar year. Surveys of FRC classes for faculty are given to participants to evaluate the effectiveness of the course. The results are used for course improvement and/or new course development.<sup>413</sup> The FRC also surveys faculty that utilize the resources in the FRC and specifically asks about the improvement of teaching and learning.<sup>414</sup>

Informal feedback between staff and their supervisors and shared information among faculty in division meetings also validate the effectiveness of professional development training. Attendance in voluntary programs is an additional indication of interest, program effectiveness, and success.

### **Self Evaluation**

The College meets the standard. The institution systematically evaluates existing professional development programs and utilizes participant feedback to improve professional development offerings. The establishment of the Professional Development Advisory Committee allows the institution to centralize, integrate, and respond to all of the participant feedback obtained through formal survey efforts at the conclusion of professional development activities.

### **Actionable Improvement Plan**

None

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## **STANDARD IIIA.6**

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

### **Descriptive Summary**

Human resource planning intersects and is integrated with institutional planning in a variety of ways. Human resource planning is required to enable the institution to be responsive to external

<sup>413</sup> [FRC Course Evaluation Statistics](#)

<sup>414</sup> [Sample FRC Survey Results](#)

criteria, such as foreseen or unforeseen issues related to funding stability. This planning is essential to the direction the institution has chosen to take regarding the introduction of a new program or growing an existing program, or to winding down a program. These institutional decisions shape the human resource planning that must be done in response in order to provide the proper support for the institutional decisions and direction, and to assure continuous improvement in the utilization of scarce resources.

A primary role that is served by the college governance committee, College Planning Council (CPC),<sup>415</sup> is to make recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the College. This includes matters related to human resource planning.<sup>416</sup>

### ***Faculty***

The evaluation of the need for faculty occurs at both the college wide level and most specifically within the Academic Senate, which formally reviews and ranks requests for new and replacement faculty. In order for a faculty vacancy to be considered for permanent (tenure-track) replacement for the following academic year, notification of the anticipated vacancy must be reported to the Office of Educational Programs no later than the deadline set by the Executive Vice President, Educational Programs. The department chair of that area also enters the request for faculty in the area's program review and prepares a report analyzing the need for a faculty position, which is submitted to the office of the Executive Vice President, Educational Programs and later reviewed in detail by the Academic Senate. Congruent with the *Educational Master Plan* (EMP), the Academic Senate conducts a process to prioritize faculty vacancies based on the EMP reflecting the District's intentions for the future. The Academic Senate process is evidence of the annual assessment of the effective use of human resources, and how this planning is integrated into the EMP.

### ***Staff***

In the case of staff, several new processes have been instituted since 2013 in order to more fully integrate the resource request, resource allocation, and overall planning processes. In an effort to systematically assess the effective use of human resources, particularly classified staff, CPC has developed a subcommittee to review all requests for new classified staff.<sup>417</sup> The creation of this sub-committee, the Classified Staff Hiring Workgroup, was the result of a self-assessed need for a more comprehensive process for prioritizing new staff positions.

The request for additional staff begins with the program review process, which includes the projected costs associated with the position and the justification of need. As part of the annual program review process, these requests are collected and prioritized by the Classified Staff Hiring Workgroup. If funding is allocated for new positions, the top prioritized classified staff positions are created and filled. The process includes four steps:<sup>418</sup>

<sup>415</sup> [College Planning Council \(CPC\)](#)

<sup>416</sup> [Resource Guide to Governance and Decision-Making April 2014](#)

<sup>417</sup> [CPC Agenda, October 15, 2013, Adopting Staff Hiring Process](#)

<sup>418</sup> [CPC Classified Staff Hiring Process](#)

1. Identification of Need
2. Ranking of Positions
3. Allocation of the Number of Positions
4. Hiring

This is an example of how human resource planning is integrated into and intersects with the program review process.

In the event of a proposed departmental reorganization, CPC is given the opportunity to ask questions of the administrator proposing the reorganization, or request any follow up information desired. If a vacancy exists and the determination is made that a different position is needed to replace the vacancy and that different position will result in an increased cost to the College, CPC thoroughly discusses the position and gives feedback about the reorganization and position(s) being requested. This governance body also decides whether to make a commitment to the ongoing cost associated with a proposed organizational change in staff (i.e., is the proposed source of funding a reliable source of ongoing funds?). This ensures that when the College is committing to permanent positions, all of the constituent groups represented at CPC are informed and may obtain feedback from their constituent membership. This is an example of human resource planning as it relates to CPC.

If the need to increase staff positions is associated with acceptance of a grant, the issue of grant acceptance must be presented to CPC before the grant is accepted. Should acceptance of the grant create a significant impact on human resources/staffing, the item must be presented to CPC before the grant is accepted. This enables the College to consciously prepare for the probability of increased expenses and staff workload adjustments as related to grant acceptance. This is another example of how human resource planning is integrated with CPC.

When classified staff vacancies occur, rather than automatically and routinely proceeding with replacement, it is an expectation that the hiring supervisor determine how best to allocate this valuable resource going forward. The supervisor evaluates whether this is an opportunity to improve the allocation and utilization of staff resources in the area or whether a straight replacement would be the best use of the resource in the future. Other questions to consider are:

- Would the program or department be better served by a different staff classification as the replacement position?
- If the position is budgeted for ten months, would the program be better served by a replacement position that was an eleven month position?
- Would the current budget allow replacing the full-time, ten-month staff position with a 75% time, eleven-month position instead?

The supervisor is expected to take full advantage of this opportunity between incumbents to examine and explore options to deploy human resources most effectively and propose a different solution if this will represent an improvement in the provision of services. This process is evidence of the ongoing assessment of the effective use of human resources, and a commitment to introduce improvement with every staff turnover.

### ***Classified Managers and Educational Administrators***

Unless there are budgetary issues prohibiting the College from so doing, educational administrator and classified management positions are replaced in kind when vacated. This replacement process does include an evaluation and assessment of current and anticipated future needs from the position, as informed by a variety of considerations, including but not limited to projected growth in an area, projected decline in an area, the opportunity for program or service consolidation or reorganization, and the *Educational Master Plan*. These are examples of internal and external forces which can affect and influence the priorities of the institution and for which the institution must be prepared through its planning processes.

Requests for new educational administrator and classified management positions are included in the program review process and are prioritized along with all other requests for new staff. These requests are justified by the area manager making the request, and may or may not be filled as requested depending on funding priorities.

### **Self Evaluation**

The College meets the standard. Human resource planning is integrated with institutional planning through the College Planning Council and related subcommittees, the program review process, the EMP, and the Academic Senate. Planning for faculty expansion and replacement is informed by the *Educational Master Plan* and prioritized through the Academic Senate process. As turnover occurs and as growth requires additional support of other human resources, the processes described are activated to assess the most effective use of human resources going forward. As such, all human resource needs are evaluated and improvements are made on an ongoing basis.

### **Actionable Improvement Plan**

None

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# Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

## STANDARD IIIB.1

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**STANDARD IIIB.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### Descriptive Summary

Santa Barbara City College offers educational programs and services at three campuses in the Santa Barbara County South Coast region of California. The Main Campus is located in the city of Santa Barbara and totals 74 acres. The District includes two other campuses, the Alice F. Schott Campus and the Selmer O. Wake Campus. Both of these campuses house credit and non-credit courses and the Center for Lifelong Learning. The Wake Campus is located on 9.4 acres in an unincorporated area between the city of Santa Barbara and the city of Goleta, and the Schott Campus is located in the city of Santa Barbara on a 3.3 acre site. Two additional properties housing college programs include the Orfalea Early Learning Center located on a property adjacent to the Main Campus and the Cosmetology Academy located in a leased off-site facility. Facilities throughout the District's properties range in age from five years to eighty years with the majority being constructed in the 1960s and 1970s.

The need to plan, build, maintain, upgrade, or replace the College's extensive facilities efficiently and effectively has resulted in the establishment of processes that address all levels of complexity and deficiency. Categories of facility improvement work have been established that provide the College with a detailed framework for planning and executing the work and are

clearly documented on the Facilities and Operations (F&O) website for easy reference.<sup>419</sup> The following table illustrates the different categories of facility improvement work and the process by which requests are evaluated and completed.

***A. Work Orders and Minor Maintenance***

Description	Deficiencies that are either visibly apparent or causing an operational or other nuisance for occupants.
Cost range	\$0 - \$2,000
Request or need determination process	Work is requested through an online Work Order, email, or phone call to F&O <sup>420</sup> Work is identified by professional consultant and included on master list of spruce-up tasks
Evaluation, approval and execution	Work Orders are evaluated by appropriate F&O Supervisor and assigned to staff for completion, or bid and completed by contractor Professional consultant obtains contractor bid, Sr. Director approves bid and contractor completes work
Permitting	Not required

***B. Infrastructure Upgrades and Scheduled Maintenance***

Description	Deficiencies that pertain to a building system such as HVAC, plumbing, electrical, roofing or fire alarm, or require professional understanding of building maintenance or construction trades.
Cost range	\$0 - \$15,000
Request or need determination process	Work is requested through an online Work Order, email, or phone call to F&O Work is identified by F&O staff, Supervisor, or Sr. Director Work is identified by professional consultant, vendor, or contractor Work is required to resolve a health and safety issue
Evaluation, approval and execution	Appropriate F&O Supervisor assigns work to staff or bids out to contractor for completion Sr. Director hires professional consultant to prepare bid documents, obtains contractor bids, and contracts with lowest responsive bidder to complete the work If scope of work expands, project may become a Major Maintenance type project

<sup>419</sup> [Facilities and Operations Overview](#)

<sup>420</sup> [Facilities and Operations Work Orders](#)



Permitting	Usually not required although several building systems are regulated such as emergency generators, elevators, and fire alarm systems and may require involvement of appropriate agency.
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***C. Major Maintenance and Facility Improvement***

Description	Maintenance or renovation work to an existing building, building utility system, site utility, or site feature that usually requires the hiring of a professional consultant to prepare bid documents, observe construction, and obtain any necessary permitting.
Cost range	\$15,000 - \$1,000,000
Request or need determination process	<p>Work is requested through an online Work Order or email to F&amp;O Director</p> <p>Work is identified by F&amp;O Supervisor or Sr. Director</p> <p>Work is identified by professional consultant, vendor or contractor</p> <p>Work is identified as a priority by a college department, consultative group, or is included in a college planning document</p> <p>Work is requested through the program review process</p> <p>Work is required to resolve a health and safety issue</p>
Evaluation, approval and execution	<p>Sr. Director verifies work, estimates project cost and scheduling, prioritizes and includes on master list of projects which is reviewed by college consultative groups. Priority levels include:<sup>421</sup></p> <p>1 – project resolves a health and safety issue</p> <p>2 – project resolves critical infrastructure deterioration, failure or omission</p> <p>3 – project improves a core instructional or student support condition</p> <p>4 – project improves an aging facility or end of useful life issue</p> <p>5 – project improves campus appearance and/or operations</p> <p>Once funding is identified, Sr. Director contracts with professional consultant for project management and/or design and bids out work for construction. Project may be bid out informally (under \$45,000), formally (over \$45,000), or using qualifications/best value based bidding.</p>
Permitting	Possible approvals include Division of the State Architect (DSA), California Coastal Commission, City of Santa Barbara, Santa Barbara County and California Environmental Quality Act (CEQA) regulations adherence. California Community College Chancellor’s Office approval is required if project is state funded.

<sup>421</sup> [Major Maintenance and Facility Improvement Projects List](#)

**D. Program Review**

Description	A request for work by a college department that creates an operational efficiency, or a programmatic or facility enhancement. Originated as part of the annual program review process but has evolved into an ongoing request process utilizing the online Work Order system. Refer to the section titled Core Planning Structures for further information regarding program review.
Cost range (approximate)	\$0 - \$25,000
Request or need determination process	Work is requested through an online Work Order
Evaluation, approval and execution	Sr. Director compiles Program Review Work Order requests into a single list after submission deadline, evaluates requests and sorts them into appropriate work categories. <sup>422</sup> List of requests is reviewed by college consultative groups, and funding is allocated for approved work. Sr. Director then executes projects per processes described above.
Permitting	Not required

**E. Capital Improvement or New Construction**

Description	A major renovation of an existing building or construction of a new building. Project has been vetted and prioritized through an extensive college consultative process and has been identified as a critical long term need. These high level projects are included in the College’s master planning documents including the Educational Master Plan, Program Location & Land Use Master Plan, Facilities Master Plan, Five Year Capital Outlay Plan, and Long Range Development Plan. <sup>423, 424, 425, 426</sup>
Cost range	Greater than \$1,000,000
Request or need determination process	Project is identified as a priority by a college department or a consultative group Project is identified through a campus-wide survey Project is included in a college planning document Project is required to resolve a health and safety issue

<sup>422</sup> [Facilities Program Review 2014-2015](#)

<sup>423</sup> [Educational Master Plan 2014](#)

<sup>424</sup> [Program Location and Land Use Master Plan](#)

<sup>425</sup> [Five Year Capital Outlay Plan \(2017-2018\)](#)

<sup>426</sup> [Long Range Development Plan](#)

Evaluation, approval and execution	<p>Project scope and estimated cost are included in a preliminary planning document which is reviewed by college consultative groups, prioritized through outreach to college employees, and presented to the Board of Trustees.<sup>427</sup></p> <p>If project is approved and funding is available an RFP process is initiated for required professional consultants for project management and design. Once contracted, users assist with design, bid documents are developed and permitting is obtained. Project may be bid out formally or negotiated using a Lease-Lease Back process with a Guaranteed Maximum Price.</p> <p>If project is approved and funding is not available, project may be submitted to the State for funding through the Five Year Construction Plan or remain as an identified critical need in planning documents until funding becomes available.</p>
Permitting	<p>Approvals include DSA, California Coastal Commission and California Environmental Quality Act regulations adherence, and may require City of Santa Barbara or Santa Barbara County approval. CCCCCO approval is required if project is state-funded.</p>

The College utilizes a multitude of workload and project management tools when repairing, maintaining, or replacing facilities or equipment. These tools have been developed and put in place to streamline the processes described above and to ensure all resources are utilized as efficiently and effectively as possible. Examples include:

- Facility Utilization, Space Inventory Options Net (FUSION): framework developed for the California Community College system that provides a web-based suite of tools used by all colleges to support the integrated management and reporting on facilities.<sup>428</sup>
- ProCore: Cloud-based project management software that provides a process for creating, managing, sharing, revising, and archiving project documents so that project team members have immediate access to project data and improved communication.<sup>429</sup>
- Internet Software Sciences Web-Center: helpdesk ticketing and work order software that enables all college employees to access an online work order system to report facility and equipment-related issues or to propose future work.<sup>430</sup>
- Facilities and Operations website: department-specific website using the College’s framework that allows for posting critical information and links to a multitude of reference documents and reports. Floor plans of all college buildings are also available on the F&O website.<sup>431</sup>

<sup>427</sup> [Future Bond Program - Proposed Project Descriptions](#)

<sup>428</sup> [FUSION](#)

<sup>429</sup> [Procore](#)

<sup>430</sup> [Facilities and Operations Work Orders](#)

<sup>431</sup> [Facilities and Operations website](#)

- District Standard Materials and Equipment: Board of Trustees approved resolution that allows specific materials and equipment to be incorporated into college public works. The standards are a schedule of materials and equipment that are currently incorporated into college facilities and establish consistency and cost savings when conducting repair, maintenance, renovation, or new construction work.<sup>432</sup>
- Online Planroom: website that provides universal access to project documents when projects are in the bidding phase prior to construction, and provides an online repository for archiving documents. Access for architects, engineers, and other design professionals can be granted through a password.<sup>433</sup>

Some of these tools are required for regulatory processing of reports, some have been developed internally, and some are contracted out through a vendor or service company. However, all of them provide the means necessary for maintaining high quality standards when repairing, maintaining, replacing, or building new college facilities.

### *Facilities and Operations*

On a daily basis the Facilities and Operations department receives numerous online work orders from college employees identifying a range of building or equipment deficiencies. Administrative staff assign these work orders to the appropriate F&O staff. Work orders that pertain to health and safety or require immediate attention are given first priority and may be relayed to F&O staff via radio or cell phone to ensure immediate action. Work orders that affect instructional operations are second priority, followed by requests for aesthetics or convenience. Work orders are given to the associated supervisor who then assigns based on staff expertise and schedule, and they are completed accordingly.

To ensure that off-site facilities receive equal oversight in upkeep, maintenance, planning, and construction, the College reorganized the Facilities management and supervisory structure in 2011 to create a new Facilities Supervisor position to oversee the Wake Campus and the Schott Campus.<sup>434</sup> This position provides management level oversight for all repair, maintenance, and minor construction activities that these campuses had previously been lacking and directly reports to the Senior Director of Facilities, Planning, and Campus Development. Additionally, this position ensures qualified management and support for the Facilities staff at the two campuses who perform cleaning, basic building maintenance, grounds maintenance, restocking and security functions while enjoying resources and oversight from the main campus. Facilities staff at the Schott and Wake Campuses have alternate job titles (Facilities Assistant) and job descriptions from those at the Main Campus to better meet the specific needs of the programs at their respective facilities.<sup>435</sup>

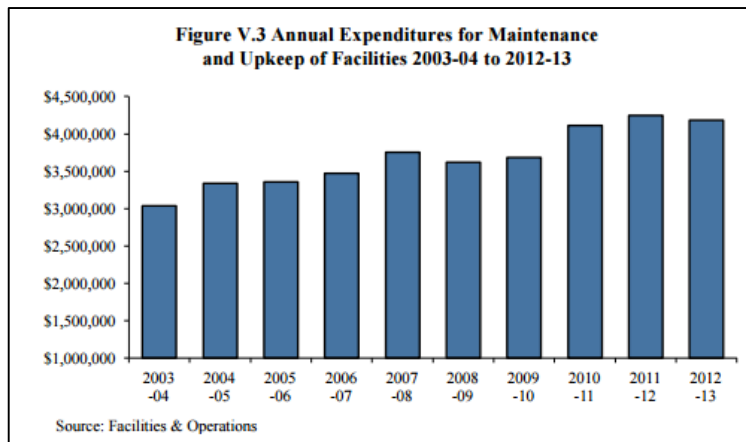
<sup>432</sup> [District Standard Materials and Equipment](#)

<sup>433</sup> [SBCC Online Planroom](#)

<sup>434</sup> [Continuing Education Facilities Supervisor](#)

<sup>435</sup> [Facilities Assistant](#)

The College annually allocates approximately four million dollars of general funds toward maintenance and upkeep of college facilities. This amount represents 6.7% of 2012-13 expenditures, 4.6% of 2013-14 expenditures and 4.7% of 2014-15 expenditures. This is an annual allotment that covers the Facilities and Operations department, the Fleet Services department, and a portion of the Community Services department. As noted in the 2012-13 Institutional Effectiveness Report, annual expenditures for the maintenance and upkeep of college facilities increased by 38% between 2003-04 and 2012-13.<sup>436</sup> Expenditures decreased in 2008-09 and 2009-10 due to efforts to reduce costs as a result of reductions in state funding.



The College’s commitment toward funding major maintenance and scheduled maintenance projects has been sustained since 2009. Annual budget allocations for major maintenance projects have insured college facilities are properly maintained and building equipment lasts its intended useful life. In years that state funds for scheduled maintenance have been available through block grants, both ongoing and one-time, the College has applied for this funding and committed college funds to meet the matching requirements to be eligible. These funds are then used to complete projects listed in the *Scheduled Maintenance and Special Repairs Program Five-Year Plan*.<sup>437</sup>

### ***Furniture and Equipment***

The College has developed an inventory tracking system which includes regular updates to electronic records followed by an annual department verification of existing equipment by the Purchasing/Warehouse department.<sup>438</sup> Once equipment has been deemed obsolete by a department, it is included on an agenda for surplus item approval by the Board of Trustees. Declared surplus equipment is offered to local schools and then to various organizations oriented toward the reuse or recycling of the used equipment.

Maintenance and repair of college equipment are generally the responsibilities of each department. Faculty and staff monitor usage and condition of departmental equipment in regular,

<sup>436</sup> [Institutional Effectiveness Report 2012-13](#) (page 65)

<sup>437</sup> [Physical Plant Block Grants \(SM+SR\) 2013-2015](#)

<sup>438</sup> [Equipment over \\$5,000 Inventory](#)

periodic (weekly and monthly) equipment checks. Processes such as work orders, purchase orders, contract procedures, and other standard preventative maintenance procedures have been well established to ensure college equipment is maintained in good working order and safe condition. Additionally there are regularly scheduled safety inspections by outside contractors or agencies. Examples include SimplexGrinnell for fire alarm inspections, City of Santa Barbara Fire Department inspections for general building code compliance, Republic Elevator for elevator inspections, and Cummins Cal Pacific for emergency generator inspections.<sup>439</sup> These inspections are overseen primarily by the F&O department and are often mandatory to meet regulatory requirements that support building occupant safety. Departmental funds, replenished annually in the General Fund, are used to accomplish routine maintenance while one-time funds, usually in the Construction Fund or Equipment Fund, are allocated for extraordinary needs.

New or replacement equipment is requested through the program review process which is directly tied to institutional objectives and goals. The Core Planning Structures section of this document includes detailed information regarding this program review process. The program review process serves as an annual planning tool for departments, which ensures forward thinking and planning on the part of department chairs and supervisors to identify and predict replacement and new equipment that will be needed in the future.

The College has developed classroom furniture standards that establish a clear procurement process for the F&O and Purchasing departments when purchasing replacement furniture.<sup>440</sup> The standards were developed through a collaborative process that included development of a subcommittee consisting of representatives from the Planning and Resources committee, Academic Senate, and instructional and operational administrators. The subcommittee reviewed and selected several examples of classroom furniture, which were then made available for testing by faculty. Once faculty votes were collected, the most favored selections were identified and established as the college standard. Going through this process ensured the selection and purchase of furniture meets the expectations of the faculty and students. The standards also ensure an aesthetic consistency of instructional facilities is maintained throughout each of the campuses.

### ***Capital Outlay and Long Range Planning***

Since 2009 the College has established and followed well-defined processes for the development of master planning documents that identify critical facility and infrastructure needs and deficiencies, that include collective input from college constituencies, that establish a standard which new and renovated facilities must meet, and that communicate the College's goals for continuous improvement.

In June 2008, the College passed local bond Measure V that provided \$77.2 million for the improvement of academic facilities, renovation of aging classrooms, and upgrades for energy efficiency, sustainability, and accessibility.<sup>441</sup> Projects planned for funding by Measure V were

<sup>439</sup> [Example Inspection Maintenance Reports](#)

<sup>440</sup> [Classroom Furniture Standards](#)

<sup>441</sup> [Bond Measure V](#)

identified in the Long Range Facilities Plan that included previously prioritized projects from the Five Year Capital Outlay Plan and others identified as critical infrastructure improvement projects through a facility assessment study.<sup>442</sup> Although the College has completed several important capital outlay projects since 2008, including the modernization of both the Drama Music building and the Humanities building and the planned construction of the West Campus Classroom and Office building, many projects anticipated to be completed with Measure V funds were not, primarily due to the state’s inability to provide matching funds. Having recognized this shortfall and needing to address the lack of a *Facilities Master Plan*, the College began a new phase of long term planning to address both issues.

In March 2013, the College initiated a facilities assessment and preliminary master planning process. Informed and guided by a team of professionals who oversee campus development and facilities, the facility assessment report evaluated the condition of the buildings throughout all three campuses, the majority of which were built in the 1960s and the 1970s.<sup>443</sup> This process also included campus wide input through an online survey and culminated in a College Planning Council ranked list of facility priorities across the three campuses.<sup>444</sup> The resulting list of prioritized projects established the basis for the College’s November 2014 local bond measure, Measure S.<sup>445</sup> Proposed Measure S projects included major renovations to six buildings on the main campus and the original 1930s elementary school building on the Schott Campus, replacement of the Physical Education building, the Campus Center, and the entire Wake Campus, and construction of new buildings at the main campus and Schott Campus in order to remove the remaining modular buildings at both locations.

Concurrent with the development of the Measure S bond, the College initiated the development of the *Program Location and Land Use Master Plan* (PLLUMP).<sup>446</sup> Instituted as a preliminary facilities master plan, the PLLUMP established long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, and parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines and budget considerations. The fifteen-year facilities planning vision established by PLLUMP will, upon completion of the three steps of PLLUMP, establish the foundation for the College’s *Facilities Master Plan*.

### ***Facility Utilization and Sufficiency***

Annually the College submits the *Space Inventory Report* to the California Community College Chancellor’s Office.<sup>447</sup> This report identifies the amount of gross and assignable square footage of buildings under college ownership and/or control, and provides basic information used in calculating state funding eligibility for capital outlay projects and maintenance and operations.

<sup>442</sup> [Long Range Facilities Projects](#)

<sup>443</sup> [Future Bond Program - Proposed Project Descriptions](#)

<sup>444</sup> [CPC Scorecard Future Bond Program - Proposed Projects Summary](#)

<sup>445</sup> [Measure S November 2014](#)

<sup>446</sup> [Program Location and Land Use Master Plan](#)

<sup>447</sup> [FUSION Space Inventory - Report 17 \(2014-2015\)](#)

Reports generated through this inventory program identify the following statistical data about the College's facilities:

Main Campus

- 435,319 assignable square feet
- 791,363 gross square feet

Schott Campus

- 22,448 assignable square feet
- 27,271 gross square feet

Wake Campus

- 42,197 assignable square feet
- 52,738 gross square feet

The College also submits the *Five-Year Capital Outlay Plan* annually to the California Community College Chancellor's Office.<sup>448</sup> This report enables the College to calculate the efficiency of the College's utilization of its existing facilities to determine if refinements to the facility schedule are needed and if additional classrooms, labs, offices, or library space are needed. The *Five-Year Capital Outlay Plan* is an annual summary of current and proposed capital outlay projects identifying the College's total projected capital improvement needs. To support the College's request for projects and to show need, this report determines the College's efficiency in using existing facilities at all three campuses. Efficiencies are established by a capacity to load ratio for various space categories. (Capacity is defined as the capability of a facility to generate contact hours, and load is defined as the current or projected enrollment level.)

The College's Scheduling Office oversees the assignment of facilities for the type of class being scheduled. Parameters for room selection may include room size, seating capacity, lighting, furniture layout, lab equipment if required, audio visual equipment, and any other specific consideration required for effective instruction. Most classrooms are also assigned as priority classrooms for instructional departments, allowing those departments to have first selection in days and times for their classes. The Scheduling Office also works in coordination with the area deans and the Executive Vice President for developing the overall Schedule of Classes, a document which is completed and distributed early in the preceding semester.<sup>449</sup> Multiple reports are available through the Banner system to help facilitate this task. Since 2009 several new reports to

<sup>448</sup> [Five Year Capital Outlay Plan \(2017-2018\)](#)

<sup>449</sup> [SBCC Schedule of Classes](#)



help monitor room use have been implemented. These reports provide additional data and information on facility usage. For example:

- Room Management Reports is a list of examples of these new reports.<sup>450</sup>
- A room query report reflects the number of students in a particular classroom each day of the week at each hour.<sup>451</sup>
- Another report, Department Fill Rate by Dean, has been created to reflect the average percentage of seats filled by dean and department.<sup>452</sup>

Each of these reports are available to department chairs, area deans, and the Executive Vice President for their use in developing the schedule of classes to meet the needs of programs and services, and to formulate requests for additional and/or modified facilities to be considered for funding.

Analysis of room utilization indicates that the College does not maximize possible usage; few rooms are used on Fridays and weekends, for example. Underutilization of college facilities has resulted in challenges when the College is being evaluated for new buildings and modernization projects by the California Community College Chancellor's Office for funding by state capital bonds. Low utilization rates lead to lower prioritization of the College's projects, resulting in the improbability of receiving state funding, when available. In an effort to both improve the facilities utilization ratio and improve the quality of instructional spaces, the College has developed and begun to implement a modular building removal plan.<sup>453</sup> This plan identifies the total number of modular buildings on the main campus and their corresponding date for removal. In total by the end of the 2014-15 academic year, 19 of the 51 modular buildings were removed.

The major modernization projects completed over the last six years, including the Drama Music Building Modernization and the Humanities Building Modernization, created significant challenges for scheduling and maintaining full curriculum offerings while construction of these projects occurred. In response, the College created over 36,000 square feet of assignable square footage for "swing space," temporary instructional and office space, to house programs that were displaced due to construction. Swing space facilities were designed and built to mimic the offerings and capabilities of the permanent facilities to ensure instructional programs housed in these temporary facilities were not impacted.

### ***Parking and Transportation***

The main campus includes approximately 2,400 parking spaces which are used by 15,000 students and over 1,000 full-time and adjunct faculty and staff. The shortfall of available parking

<sup>450</sup> [Room Management Report](#)

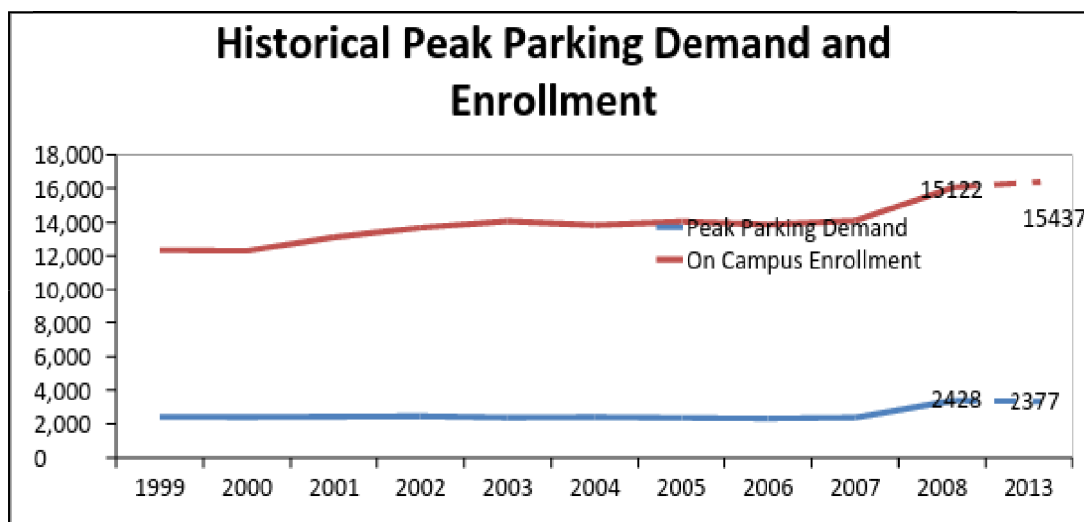
<sup>451</sup> [Room Query Report](#)

<sup>452</sup> [Average Percentage of Seats Filled by Department](#)

<sup>453</sup> [Modular Building Removal Plan](#)

spaces has been a long-standing challenge for the College which has been addressed through numerous measures and strategies that have been integrated into the College’s long range planning.

Parking demand has historically been steady even as enrollment increases because the supply of parking is extremely constrained. The figure below illustrates the parking demand and on-campus enrollment between 1999 and 2013.



In 1999, the College developed and implemented the *Transportation Demand Management Plan* (TDMP) as a condition for approval by the California Coastal Commission of projects included in the LRDP.<sup>454</sup> Since then the TDMP has been regularly updated and revised to more aggressively address parking issues, most recently in 2015. The TDMP’s purpose is to reduce single-occupancy vehicle traffic trips and reduce campus parking demand by implementing a variety of alternative transportation methods, including measures such as increasing bus ridership, designated carpool parking, vanpool programs, improved bicycle routes and storage, and fees and incentive plans. Data gathered through student surveys conducted in 1999, 2008, and 2013 by the Office of Institutional Assessment, Research, and Planning illustrate the success the TDMP has had with the percentage of students driving to school and occupying parking spaces.

### *SBCC Transportation Demand Management Program Effectiveness*

Student Transportation	1999 (%)	2008 (%)	2013 (%)
Driving Alone	63	47	41
Ride Share	20	18	16
Riding the Bus	9	19	21
Walking	6	11	16
Bicycle	1	4	5
Motorcycle/Scooter	1	1	1
TOTAL	100	100	100

<sup>454</sup> [Transportation Demand Management Plan](#)

The data demonstrate a marked decline in the percentage of students driving to school alone: a decrease from 63% in 1999 to 41% in 2013, while riding the bus, walking, and bicycling increased proportionally.

The College has continued to actively pursue greater participation in the TDMP program to reduce the number of vehicles travelling to campus and the associated parking demand through the development of the Transportation Alternatives Group (TAG) in 2013.<sup>455</sup> This group, composed of college employees and students, local transit district and City of Santa Barbara staff, and members of the community, has met regularly to discuss and address the issues surrounding access to the College, including parking, transit, and circulation. The following measures have been evaluated by TAG as both short term actions and long term strategies that, combined with the TDMP, will progressively alleviate the shortfall of parking on campus:

- Consider charging fees for employee parking.
- Identify off site parking opportunities and provide shuttle service.
- Provide additional bike parking and secure bike storage.
- Address impediments to bike access to the campuses.
- Implement incentive programs for using alternative transportation modes.
- Hire a full-time or part-time Commute Options Coordinator.
- Encourage retail and services to locate on campus.
- Evaluate the possibility of building student housing.

In 2014-15, the incentive program, bike storage, and shuttle service were implemented in order to make progressive steps regarding parking issues on campus.

## Self Evaluation

The College meets the standard. The College has implemented well-defined processes for ensuring that facilities throughout the College are planned, built, maintained, and repaired to high quality standards. Staff, faculty, and administration are involved in all levels of improvement, from college wide master planning to the more localized upkeep and repair tasks, and have clear access to information that is helpful in understanding the processes. This assures broad input when allocating the limited resources available toward completing these processes.

*Reflections on SBCC* survey results from 2013 and 2014 illustrate the challenges the College faces with aging and inadequate facilities.<sup>456, 457</sup> College facilities in both surveys are ranked as insufficient and are repetitively noted to be dilapidated, outdated, needing repair, undersized, and uncomfortable. In response to these concerns, the College planned and developed two bond measures to address these unsatisfactory conditions. Passage of Measure V in 2008 for \$77.2

<sup>455</sup> [Transportation Alternatives Group \(TAG\)](#)

<sup>456</sup> [2013 Reflections on SBCC](#) (pages 28-31)

<sup>457</sup> [2014 Reflections on SBCC](#) (pages 32-36)

million allowed the College to plan, build, maintain, and renovate critical instructional facilities and upgrade core infrastructure. The follow-up bond in 2014, Measure S, identified remaining work that would have renewed the campuses for the next 30-40 years. The unsuccessful outcome of Measure S will require the College to continue to utilize limited funds to keep facilities safe and operational until another local bond measure is passed.

The primary process used by the College for evaluating facility use is the annual submission of the *Five-Year Capital Outlay Plan* to the California Community College Chancellor's Office which indicates the College is currently under-utilizing its classroom and lab spaces.<sup>458</sup> In evaluating the major factors that contribute to this, there are several areas that can be easily identified as contributing to this problem:

- Lack of credit classes scheduled for Friday
- Different departments given priority over rooms regardless of the size of the room, which sometimes leads to lower class size than the room can accommodate
- Noncredit and community service classes held primarily at night and on weekends contributing to low utilization during the day
- Personal enrichment classes taught at sites other than the Schott and Wake Campuses, which further erodes the capacity to load ratio evaluated by the state

The implementation of new scheduling software has been identified as a way to further evaluate and improve room utilization. The Scheduling Office is in the process of interviewing scheduling software companies. The first, Ad Astra, was presented to the College in fall of 2013.

The strategies for resolving the parking issues identified both in the TDMP and by the TAG have been successful, but a heavy demand on campus facilities still persists because the supply of parking, compared to the number of commuters, is extremely constrained. Although the peak parking demand in 2013 was below the measured demand in 2009, the lack of readily-available parking continues to frustrate staff and students trying to get to class, office hours, or other appointments on time. Results from the *Reflections on SBCC* survey issued in both 2013 and 2014 validate this concern and its negative effect on students' ability to arrive to class on time.<sup>459, 460</sup>

### **Actionable Improvement Plans**

1. To address the effective utilization of classrooms, scheduling processes and systems will be examined and a plan for improvement will be implemented.
2. Institutionalize strategic measures to improve parking, transit, and circulation.

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<sup>458</sup> [Five Year Capital Outlay Plan \(2017-2018\)](#)

<sup>459</sup> [2013 Reflections on SBCC](#) (pages 28-31)

<sup>460</sup> [2014 Reflections on SBCC](#) (pages 32-36)

**STANDARD IIIB.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

## **Descriptive Summary**

The College is required to submit all projects of a defined scope and/or cost threshold to the State Architect for approval of design documents and certification of construction upon completion. Following this process ensures the highest level of safety and accessibility has been met by adherence to the state building code standards which require:

- Construction plans must be prepared by qualified licensed structural engineers and architects.
- Designs and plans must be checked by the State Architect before contracts for construction can be awarded.
- Qualified inspectors must continuously inspect construction and verify compliance with the approved plans.
- Responsible architects and/or structural engineers must observe the construction periodically and prepare changes to plans if necessary.
- Special tests, if needed, must be performed by certified testing laboratories.
- Architects, engineers, inspectors, and contractors must file reports, under penalty of perjury, that verify that actual construction complies with approved plans.

The State Architect process also includes review and approval by the state's Access Compliance and Fire-Life Safety divisions which ensure accessibility for persons with disabilities and integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and fire fighting equipment access into projects.

In addition to meeting the regulatory requirements established by the State Architect, the College's facilities include equipment and systems that provide additional occupant safety. Through special retrofit projects, major renovations, or new construction, these critical building safety features have been incorporated into the operation of the buildings and have been established as campus standards for occupant safety, security, and access. These systems include an automated web-based door locking system, building security and fire alarm systems, security cameras, holdup buttons, exterior and interior emergency phones, emergency building generators, Automated External Defibrillators (AED's), rolling evacuation wheelchairs, and emergency preparedness supplies and equipment.

The College's Emergency Operations Plan establishes a network of Safety Marshals that work in all buildings throughout the College to provide balanced coverage of resources during a

major disaster or emergency.<sup>461</sup> Safety Marshals are equipped with a supply of personal emergency response gear and are assigned the primary role of assisting with the safe and orderly evacuation of buildings during emergencies. Additionally a radio network, used daily by operational departments, and five satellite phones ensure communication during a disaster situation. Included in every instructional space and public gathering area are emergency survival guide posters, emergency guide flip charts, an evacuation plan, building evacuation route diagrams, and information identifying evacuation sites during certain emergencies such as gas leaks, fires, or earthquakes. Funds from Measure V enabled the College to implement the emergency phone project which included installation of both exterior blue light phones at thirteen locations and the installation of an emergency communications system that provides a telecommunications network and phones in all instructional spaces throughout the three campuses.

State funding and utility incentive programs have also been utilized to complete Major Maintenance projects that improve the safety and security of the College's campuses. State Scheduled Maintenance and Special Repairs program funding from 2013-14 was used to abate the hazardous materials identified in the windows at the Schott Campus. Original construction of the 1935 facility included asbestos-containing window putty and lead-based paint. Approximately \$164,300 of state funding was used to remove and properly dispose of the hazardous materials.<sup>462</sup> In June 2012, the College initiated a project to retrofit all exterior lighting at all three campuses with Light Emitting Diode (LED) lighting technology to improve the quality and clarity of night time lighting and improve safety for students and employees on campus at night. Additionally the College annually allocates \$30,000 to regularly replace and/or improve exterior lighting in poorly lit areas.

### ***Sustainability and Building Occupant Health***

The College designs and constructs all new buildings and major modernization projects following best sustainable practices. Primary goals established in the College's *Sustainability Plan* include benchmarks for waste management, energy efficiency, water consumption, and transportation.<sup>463</sup> This plan ensures that consideration is given to all aspects that could reduce the project's impact on building occupants and on the environment. For projects where documentation and certification of these efforts are required, the College implements the Leadership in Energy and Environmental Design (LEED) project certification system which ensures a building is designed and built using strategies that improve building performance. These measures include energy savings, water efficiency, carbon monoxide (CO<sub>2</sub>) emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. More specifically, college projects that follow the LEED rating system include many of the following building features which provide occupants with a greatly improved indoor air quality and environment through the following means:

<sup>461</sup> [Emergency Operations Plan](#)

<sup>462</sup> [Physical Plant Block Grant \(SM+SR\) Schott Window Restoration](#)

<sup>463</sup> [District Sustainability Plan Sept 2014](#) (pages 10-20)

- Increased outdoor air delivery
- Monitoring mechanically ventilated spaces for excessive carbon dioxide
- Increased ventilation
- Use of low emitting materials
- Control of indoor chemical and pollutant sources
- Elimination of materials containing Volatile Organic Compounds (VOC's)
- Increased control by individual occupants of lighting and thermal comfort
- Maximum natural lighting and views

In March 2013, the Board of Trustees approved the pursuit of a LEED silver certification as a minimum for the West Campus Classroom and Office Building project in recognition of the value and importance of building occupant health and comfort.<sup>464</sup> The design of this building includes ventilation by operable windows in public spaces and offices, window design that maximizes natural lighting and views, operable shading devices to control heat gain, and low or no odor emitting interior finishes for improved air quality.

For those projects not following the LEED rating system, the College's standards for building materials and equipment provide guidance for design and construction professionals developing project documents and criteria.<sup>465</sup> Materials and equipment included in the standards that ensure a more healthful interior environment include: carpet and adhesives that are climate neutral; paint that does not include volatile organic compounds; CO2 sensors to avoid buildup of unhealthy levels of CO2 and to control fresh air exchange; integration with the College's Energy Management System to respond to fluctuating occupancy levels and to provide occupants with a range of temperature controls; and ergonomic furniture that meets LEED criteria.

Annually the College allocates between \$25,000 - \$50,000 for hazardous materials projects, ranging from disposal of materials required by the physical science departments to localized testing and abatement during minor facility modification projects. Additionally, the College's hazardous materials consultant performs required annual training on HazCom to ensure employees, student workers, and students in labs are knowledgeable about hazardous materials procedures.<sup>466</sup> The College also follows and regularly updates the Hazardous Materials Emergency Response Plans for the Main Campus and for the Wake Campus.<sup>467</sup>

College facilities are regularly assessed and/or inspected to ensure the College is providing a working and learning environment that is properly maintained for occupant health, safety, and welfare. Several processes are in place at the College that ensure facilities are regularly assessed at all levels, from high-level overall site and building assessments to building occupant communications through work orders or emails which address more localized repairs. This multi-tiered

<sup>464</sup> [4-11-13 Board Minutes](#)

<sup>465</sup> [District Standard Materials and Equipment](#)

<sup>466</sup> [HazCom](#)

<sup>467</sup> [Haz Waste Business Plan](#)

reporting to the Facilities and Operations department ensures that a broad spectrum of issues is reported. This information is collected through a variety of means. Examples include:

- A complete facility condition assessment of all college facilities every 3-4 years by the Foundation for California Community Colleges in association with the California Community College Chancellor's Office.<sup>468</sup> Information collected is compiled and uploaded to the California Community College Chancellor's Office FUSION website for college project planning and budgeting.
- Routine building equipment inspections scheduled by the Facilities and Operations department to meet requirements by regulatory agencies. Inspections include building generators, elevators, fire alarm systems, and backflow prevention devices.<sup>469</sup>
- Routine inspections by the Santa Barbara City and County Fire Department to confirm building code compliance and identify any potential fire hazards.
- Program review that includes facility improvement requests to address noted facility-related issues or deficiencies.<sup>470</sup>
- Work Orders submitted to F&O to report a wide spectrum of facility related issues. Upon receipt, Facilities and Operations identifies any health and safety issues and prioritizes these work orders for immediate resolution. The Security department regularly reports safety issues pertaining to trip hazards, lighting issues, difficult access points, and unclear signage using the work order system.
- Regular assessments by the Disabled Student Programs and Services department to identify physical impediments for students with disabilities.
- Coordination with the College's Emergency Response regarding health and safety items identified by the Facilities, Safety, Security and Parking Committee or the Safety Suggestion Form and/or Health and Safety Workplace Inspection Form included in the College's Injury and Illness Prevention Program.<sup>471</sup>
- Regular input through standard communications such as email and phone calls to report any unsafe or unsatisfactory conditions on the College's campuses.

Input results in changes that are documented and tracked by Facilities and Operations.

A significant change that has resulted in a healthier work and study environment is the College's successful implementation of a No Smoking Policy in August 2013.<sup>472</sup> Since 2004, the College had been a non-smoking campus with designated smoking areas. The recommendation

<sup>468</sup> [FUSION Facility Assessment Report](#)

<sup>469</sup> [Example Inspection Maintenance Reports](#)

<sup>470</sup> [Facilities Program Review 2014-2015](#)

<sup>471</sup> [Injury and Illness Prevention Program](#)

<sup>472</sup> [Tobacco-Free and Smoke-Free Campus Policy](#)



for the change followed extensive discussion and debate among campus constituents and shared governance groups and committees. Reasons cited were maintaining a healthy and safe work-place and campus, eliminating second-hand smoke hazards, and reducing trash on campus and in surrounding environs in the form of discarded cigarette butts, thereby also decreasing beach and ocean pollution. The policy applies throughout the main campus and the Schott and Wake Campuses and for visitors and the general community attending college-related events. The College continues to make smoking cessation programs available to students, faculty, and staff through Student Health Services and Human Resources.

## Self Evaluation

The College meets the standard. Well considered planning and implementation of projects establishes the College's commitment that facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The planning and completion of a wide range of projects over the last six years illustrate this commitment.

Integral to college planning are the ongoing efforts to eliminate barriers for students created by the limited amount of parking. Although the College continues to aggressively implement alternative transportation measures that reduce the number of cars coming to campus and to work with local jurisdictions such as the transit district, the unlikelihood of receiving approval by the City of Santa Barbara and the California Coastal Commission to build more parking on campus will continue to limit the availability of parking at the College.

However, utilization of Measure V funds since its passage in 2008 has allowed the College to complete many projects that improve the access and safety of the College's facilities. Examples include the West Campus Classroom and Office Building project and the modernization of the Humanities and the Drama Music buildings. Each of these capital improvement projects, ranging between 16 to 25 million dollars, resulted in new or extensively upgraded facilities that comply with current building codes for occupant safety and accessibility. The Humanities project includes a new three-level entry tower with an elevator to provide access to all levels of the building while the Drama Music project added ramping, reconfigured theater seating, and provided assisted listening capabilities to meet requirements for persons with disabilities. Due to the extensive list of critically needed projects and the limited amount of funding from Measure V, the College was not able to complete the Americans with Disabilities Act accessibility survey and upgrades originally included in Measure V planning. The College will continue to prioritize piecemeal upgrades to facilities to remove barriers and provide universal access for students and employees. However, a comprehensive survey and campus wide retrofit is still needed.

The College maximizes all opportunities when eligible for receiving state or utility funding in order to complete major maintenance projects that create and support accessible, safe, secure, and healthful learning and working environments. These projects continue to be of the highest priority and are regularly scheduled for the breaks between school semesters. On a more routine basis, the College F&O and Security staff prioritize work order requests associated with safety, security, or access at the highest level and respond immediately to ensure the issue has been resolved or unsafe conditions are temporarily barricaded until fixed. Through described opera-

tional procedures and through maintenance and capital outlay project completion, the College effectively meets this standard.

### Actionable Improvement Plan

None

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## STANDARD IIIB.2

**To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**STANDARD IIIB.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### Descriptive Summary

The College's original *Long Range Development Plan* (LRDP) was developed in the early 1980s and is one of its primary long-range planning documents.<sup>473</sup> The LRDP is the long range facilities planning document required by the California Coastal Commission (CCC), the state governing body that regulates development activities within the coastal region of California. The LRDP identifies the major capital outlay projects the College has identified as a priority and plans to execute over a five to ten year period, and is required to be amended through the Public Works Plan Amendment process as projects are added or deleted. Every revision to the LRDP requires approval by the California Coastal Commission.

The *Five-Year Capital Outlay Plan* (FYCOP) is an annual summary of current and proposed capital outlay projects.<sup>474</sup> The plan covers seven years (the past year, current year, and five future years) and is submitted annually to the California Community College Chancellor's Office. The FYCOP also conveys to the Chancellor's Office the master planning context, decisions, and outcomes, along with current capital outlay needs and objectives and the list of proposed projects. Projects included within these plans have been identified by the College as critical facility

<sup>473</sup> [Long Range Development Plan](#)

<sup>474</sup> [Five Year Capital Outlay Plan \(2017-2018\)](#)

improvement work that responds to the College’s institutional goals which are then vetted, prioritized, and approved through the consultation process.

Through the integrated planning process, the College is developing the *Facilities Master Plan* (FMP) which is informed by the College’s Mission and Core Principles.



As defined in the *Educational Master Plan*, the College’s *Facilities Master Plan*:

*... guides the District’s future growth and development based on the goals established by the Educational Master Plan. The FMP addresses needs for high quality instructional, student support and work spaces, sustainable development and operations, and an attractive campus environment conducive to learning.*

The FMP serves as the College’s primary capital planning document which guides and informs both the LRDP and the FYCOP. The final draft of the FMP is anticipated to be complete and approved by the College Planning Council and the Board of Trustees in 2016.

In order to collect college wide input on preliminary planning efforts, an opportunity was provided for all college employees to provide input through an online survey forum.<sup>475</sup> Comments were requested on currently proposed projects that have been identified as critical future projects through previous planning efforts or user group requests, and suggestions were elicited

<sup>475</sup> [Survey Results- Facilities Planning](#)

for additional capital projects, either major renovations of existing buildings or construction of new buildings. This survey was conducted in November 2012 and was coordinated through the Business Services Facilities and Operations department.

The Board of Trustees's goals for 2012-13, 2013-14 and 2014-15 include a focus on facilities improvement and modernization to support and advance teaching, learning, and student success.<sup>476</sup> In support of this priority and in recognition of the widespread building deterioration and aging infrastructure, the College embarked upon a facilities assessment and preliminary master planning process in 2012-13. Informed and guided by a team of professionals who oversee campus development and facilities, this report assessed the condition of the buildings throughout the district, the majority of which were built between the 1930s and the 1970s.<sup>477</sup> Additionally, multiple modular buildings had been installed throughout the three campuses to address both overcrowding and the need for swing space, but they were beyond their useful life expectancy. Stated outcomes from this phase of the planning effort included addressing future growth of instructional programs, providing high quality instructional, student support, and work spaces, supporting sustainable development and operations, and creating an attractive campus environment. This process culminated in a College Planning Council-ranked list of facility priorities across the three campuses.<sup>478</sup>

After completion of this work and the resulting identification of future capital improvement needs, the College initiated the development of the *Program Location and Land Use Master Plan* (PLLUMP).<sup>479</sup> Through a highly consultative process<sup>479</sup> that has involved participatory groups representing all college constituencies, the plan establishes long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines, and budget considerations. PLLUMP will also result in a fifteen year facilities planning vision for the campus environs that assures efficient and effective utilization of college facilities and supports the institution's mission, instructional programs, and support services. Also inclusive in this plan are aesthetic design standards that guide the ongoing evolution of all campuses to ensure that current and future projects align with the College's core values and connect the historical context of campuses to their future iterations.

In recognition of the critical need to further the work accomplished by Measure V and implementation projects included in long-range planning documents, and in response to the lack of available state support, the Board of Trustees unanimously approved a resolution to place a \$288 million facility improvements bond measure on the November 4, 2014 ballot at the June 12, 2014 Board of Trustees meeting.<sup>480</sup> As described in the ballot proposition, the purpose of the Measure S bond was to:

<sup>476</sup> [Board of Trustees 2014-15 Board Goals](#)

<sup>477</sup> [Future Bond Program - Proposed Project Descriptions](#)

<sup>478</sup> [CPC Scorecard Future Bond Program - Proposed Projects Summary](#)

<sup>479</sup> [Program Location and Land Use Master Plan](#)

<sup>480</sup> [6-12-14 Board Minutes](#)

*repair, construct, acquire and seismically upgrade facilities, sites and equipment at City College, maintain access to quality, affordable education for students, including local high school graduates and returning veterans, prepare students for careers and transfer to four-year universities by upgrading academic, science, engineering, healthcare and vocational classrooms and improving technology and energy efficiency.*

Although Measure S was not approved, the facility evaluation and project development process generated valuable cost analysis data and furthered the College's efforts to develop well vetted long-range plans supported by the College's consultation process.

The *District Sustainability Plan*, completed in May 2015, establishes sustainable criteria that each plan accounts for and responds to.<sup>481</sup> Specific areas of conservation that affect the planning and execution of long-range capital plans include energy, waste, water, transportation, and food. As the College initiates a new phase of long-range facilities planning, it is important that the LEED system become an integral part of the design and execution of projects to illustrate the College's commitment to environmental stewardship, to ensure that occupants of campus buildings are safe and productive, to preserve both natural and budgetary resources through efficiency, and to materialize a campus that embodies the environmental principles that it teaches.

### ***Total Cost of Ownership***

Several funds support the College's planning, construction, and maintenance activities. These include the Unrestricted General Fund for ongoing operational costs; the College Construction Fund for minor maintenance and major maintenance and facility improvement projects under \$1,000,000; the Bond Fund for Measure V project specific costs; and state funds for approved Capital Outlay or Scheduled Maintenance projects.

Planning and management of capital improvement budgets are assigned to the Vice President of Business Services and the Senior Director, Facilities, Planning, and Campus Development. Annual allocations for utilities and maintenance projects are determined based on analysis of projected needs and past expenditures and are then included in the proposed budget and approved by the Board of Trustees.<sup>482</sup>

The preparation of long-range capital plans and the cost modeling included within them are prepared based on the historical cost data for past college projects, the expertise of professional consultants, and the cost guidelines established by the California Community College Chancellor's Office. The College's long-range capital plans take into account enrollments into the future and existing and projected staffing levels to identify associated costs such as increased utility costs, additional furniture and equipment needs, and ongoing maintenance and repair. Estimated costs for implementation of projects included in long-range plans are inserted into funding sched-

<sup>481</sup> [District Sustainability Plan Sept 2014](#) (pages 10-23)

<sup>482</sup> [6-26-14 Board Minutes](#)

ules that align with expected allocations of college construction funds, local bond funds, state funds, and anticipated incentives/rebates to insure the College follows its budgeting principles.

Due to the restrictive sanctions on growth by permitting agencies that govern the College's projects and the exceptionally high cost of real estate in the Santa Barbara South Coast area, the College has not recently purchased or leased additional sites or buildings to support growth. For this reason, related costs are not included in the total cost of ownership modeling included in long-range plans. Because of the College's limitations on expansion and growth, the primary method of capital improvement is renovation or replacement of existing buildings and infrastructure rather than construction of new facilities. Plans take into account coordination with and connection to existing buildings and infrastructure to ensure optimal longevity of capital assets and capacity of utilities and infrastructure.

In recognition of the general trend of increasing utility costs, the College has worked with the utility service providers such as Southern California Edison and Sempra Energy to take advantage of rebate or incentive programs that encourage implementation of energy efficiency projects. The College has completed numerous efficiency projects resulting in substantial energy savings, reduced utility costs, and revenue generation from rebates for completed measures. Projects that have been completed since 2009 include the installation of a 200 kW photo voltaic system, a major upgrade to the online Energy Management System, the retrofit of exterior lighting with LED lighting technology, and the phased retrofit of interior lighting of seven major buildings with LED lighting technology.

The College regularly evaluates additional projects that increase energy efficiency, reduce the cost of utilities, and support the College's sustainable goals to reduce consumption of natural resources. To support this effort, the College participated in a program in 2012-13 through Southern California Edison that provided funding for a comprehensive audit to identify and evaluate potential electrical demand reduction savings. This report identified the College's energy consumption and provided recommendations for energy efficiency measures to implement to improve the College's efficiency.<sup>483</sup>

### Self Evaluation

The College meets the standard by developing plans and allocating resources based on the *Educational Master Plan* (EMP) and the integrated planning process. Goals and themes for institutional improvement relating to the physical campus environment that are found throughout the College's guiding documents, particularly the EMP, are well considered throughout the development, approval, and implementation of the long-range plans identified above. Plans are regularly reevaluated to ensure they continue to respond to the physical needs of the College and contain relevant and up-to-date information that is effectively prioritized.

<sup>483</sup> [Energy Audit \(Demand Response Technical Audit\)](#)

## Actionable Improvement Plan

The College will develop a *Facilities Master Plan* (FMP) that will be the foundation of the College’s long-range planning efforts. The FMP will be reviewed and approved by all college governance groups through the consultation process and will further illustrate college wide consensus on the focus of these efforts. The FMP will also include projects that have been vetted through the consultation process and determined by all college constituencies to be top priority.

**STANDARD IIIB.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### Descriptive Summary

To assess the needs of programs and services when planning projects, the College employs a consultation process that follows the Integrated Planning Concept Model identified in the *Educational Master Plan*.<sup>484</sup> The Integrated Planning Process serves as the basis for all physical resource planning and ensures all constituencies throughout the College are provided the opportunity for input and consultation. As defined in the EMP the *Facilities Master Plan* “guides the District’s future growth and development based on the goals established by the *Educational Master Plan*.”

In order to establish a basis for the creation of the *Facilities Master Plan* that is rooted in collaborative and comprehensive input, an opportunity was provided through an online survey for all college programs and departments to provide input on currently proposed projects and to submit additional capital projects for consideration. This survey was conducted in November 2012 and included a list of current capital improvement projects that had been identified as critical future projects through previous planning efforts or user group requests for feedback on these projects. The survey also provided an opportunity to propose additional capital projects for consideration. Proposed projects were requested to be scaled appropriately for high-level, master planning efforts rather than maintenance type projects.

In conjunction with this information gathering effort, the College also embarked upon a facilities assessment process throughout 2012-13. In March 2013, the College contracted with a construction cost-estimating consultant to assist with determining a comprehensive list of the most critically needed infrastructure and facility improvement projects throughout all three

<sup>484</sup> [Educational Master Plan 2014](#) (pages 6-9)

campuses and then to prepare an associated cost estimate for each.<sup>485</sup> The resulting master list then proceeded through the College’s consultation process, culminating in a College Planning Council-ranked list of facility needs across the three campuses.<sup>486</sup>

Planning for major maintenance and facility improvement projects generally under \$1 million follows a slightly modified process. The *Major Maintenance and Facility Improvement Projects* document is an ongoing master list of primarily infrastructure work that captures critical facility needs through input and requests from college employees via work order or email.<sup>487</sup> A section is included for work that cannot be immediately funded but needs to be recorded and ranked for future availability and allocation of funds. Over the last several years, this has become a critical planning document that provides a means for all programs and departments to identify their immediate facility needs. As the information is captured, the *Major Maintenance and Facility Improvement Projects* document follows the consultation process for prioritization of projects and allocation of funds. Health and Safety projects are given the highest priority.

The College utilizes the program review process to institutionalize the planning process for resources and link to the *Educational Master Plan*. The Core Planning Structures section of this document contains a detailed description of the program review process. Requests and budget allocations within this process include those for physical resources such as facilities and equipment. Following this process ensures that physical resource planning is aligned with the budgeting processes and all physical resource requests go through the College’s consultation process.

Because the College’s processes for the improvement or replacement of physical resources are based on the integrated planning process entrenched throughout all of the College’s planning documents, continuous assessment and improvement are an integral part of these cyclical processes. As indicated in the EMP, these plans require regular, consistent forms of measurement. The *Institutional Effectiveness Report*, program review, and the *Reflections on SBCC* survey provide both quantitative and qualitative feedback and allow for all college constituencies to evaluate the effectiveness of physical resource planning. Work or outcomes that are determined to be deficient are reexamined to identify the instigating factor, and corrections are then made to address noted deficiencies.

The College’s success as an educational institution relies on its ability to effectively connect students to educational opportunities. Although enrollment in online and off-campus courses is growing, between 16,000 and 17,000 students still arrive on campus each day, in addition to over 1,000 faculty and staff. The supply of parking is limited to approximately 2,400 spaces, yet almost 70% of commuters arrive on campus by car. This imbalance in supply and demand has required continuous improvement of the *Transportation Demand Management Plan (TDMP)* and implementation of the measures outlined in the plan to ease the pressure on parking and make it easier for commuters to choose other modes of transportation.<sup>488</sup>

In college research of on-campus populations, students top the list, followed by faculty.

<sup>485</sup> [Future Bond Program - Proposed Project Descriptions](#)

<sup>486</sup> [CPC Scorecard Future Bond Program - Proposed Projects Summary](#)

<sup>487</sup> [Major Maintenance and Facility Improvement Projects List](#)

<sup>488</sup> [Transportation Demand Management Plan](#)



SANTA BARBARA CITY COLLEGE ON-CAMPUS POPULATION		
Category	Headcount	Percent of Total
On-Campus Students	15,437	93.0%
Full-Time Faculty	251	1.5%
Adjunct Faculty	561	3.4%
Full-Time Admin and Staff	323	1.9%
Part-Time Admin and Staff	23	0.1%
Total	16,595	100.0%
Source: Santa Barbara City College Institutional Research, 2013.		

As seen in the table above, students represent the vast majority of the on-campus population. On-campus classroom population peaks around noon Monday through Thursday with 3,500 to 4,000 students, with a second, smaller evening peak of 2,500 students at 7:00pm. Friday enrollment peaks at 1,600 students around 10:00am and tapers for the rest of the day. Historically, enrollment increased steadily until fall 2009, concurrent with the adoption of the 2009 TDMP, and has declined slightly since then. Further data indicate that from fall 2007 to fall 2014, the percentage of fully online sections has risen steadily from 6% to 13% of all sections, and the percentage of hybrid sections (primarily online but with some face-to-face meetings) has risen steadily from 1% to 3%. Over the same period, the percentage of face-to-face sections has dropped from 93% to 84%. These changes have resulted in fewer students needing to come to campus and has contributed to the improvement of the parking disparity. However, further measures must be taken to truly alleviate this ongoing issue.

In 2013, the Transportation Alternatives Group (TAG) was formed to more specifically address the issues surrounding access to the College, including parking.<sup>489</sup> This ad hoc group is composed of college employees and students, staff from the local transit district and the City of Santa Barbara, and members of the community. The creation of TAG resulted in the development of a pilot incentive plan targeted at reducing the number of employee-driven single-occupancy vehicles to campus, and the plan was presented to the College Planning Council in October 2014.<sup>490</sup> Components of this proposed plan include:

1. Implement cash awards incentive plan for use of alternative transportation (other than single-occupancy vehicles).
2. Develop a Commute Alternatives Coordinator position.
3. Identify off-site parking locations and address the “last mile” by providing free shuttle buses.

<sup>489</sup> [Transportation Alternatives Group \(TAG\)](#)

<sup>490</sup> [10-21-14 CPC Minutes](#) (Item 4.1)

4. Install secure bike storage on campus such as updated bike racks, bike lockers, and secured bike sheds.
5. Improve bicycle access to campus in collaboration with the City of Santa Barbara.
6. Provide bike share and electric bike rental opportunities.
7. Encourage employee use of bus transit by implementing “smart cards” and/or provide reimbursement or a bus pass funded by all employees.
8. Provide electric cars and electric bikes for emergency uses.
9. Implement alternative class scheduling to minimize peak parking demand, including scheduling classes on Fridays and Saturdays and relocating classes to Schott and Wake Campuses.

Several of these measures were implemented in January 2015. Results of participation levels will be analyzed for further refinements of the plan.

### **Self- Evaluation**

The College meets the standard. Through the integrated planning model grounded in the *Educational Master Plan*, processes for assessing, upgrading, and replacing the College’s physical resources are well established and ensure that a consultation process is followed. Entrenched deeply within the college culture, these processes are highly collaborative and focus on collective input which is, inherently, an evaluation mechanism for ensuring the effectiveness of physical resources. Additionally, regular assessment of equipment and facilities is routinely conducted, the results of which are prioritized for funding. Upon completion of replacement or improvement work, the College evaluates the effectiveness of these efforts to ensure that the goals established by the College’s planning process are met.

### **Actionable Improvement Plan**

None

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# Standard IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

## STANDARD IIIC.1

**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**STANDARD IIIC.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### Descriptive Summary

#### *Technology Services and Professional Support*

The majority of technology services at SBCC are provided by the Information Technology Division (ITD). The ITD organization is described on subsequent pages. ITD is the largest technology support group on campus and is composed of 45 staff broken out into three primary groups, Infrastructure and Systems, User Services, and Academic Technology Support. In addition to ITD, there is also a Faculty Resource Center (FRC) with a director, administrative assistant, and three full-time support staff who provide faculty training on the learning management system and other instructional packages.<sup>491</sup>

#### *Infrastructure and Systems*

The Infrastructure and Systems group provides support for the campus network, wired and wireless, campus servers, and all administrative software. In addition, this group is responsible for campus printing and duplicating and management of the campus phone system. Projects during 2014-15 for this group included:

<sup>491</sup> [FRC Org Chart](#)

<b>Network Services</b>	<b>Administrative Systems</b>
<ul style="list-style-type: none"> <li>• System Center Implementation</li> <li>• VDI Implementation</li> <li>• Upgrades</li> <li>• Firewall <ul style="list-style-type: none"> <li>• Intrusion Detection</li> <li>• Load Balancers</li> <li>• WiFi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• One College</li> <li>• Two Summer Sessions</li> <li>• Fiscal Independence</li> <li>• Document Management</li> <li>• FLAC Online!</li> <li>• Portal Upgrade</li> <li>• LiquidPlanner Project Management</li> </ul>
<b>Printing and Duplicating</b>	<b>Telephone Services</b>
<ul style="list-style-type: none"> <li>• Folder and Inserter</li> <li>• Business card printer</li> <li>• New copiers and account software</li> </ul>	<ul style="list-style-type: none"> <li>• New phone System RFP</li> <li>• Emergency Services Support (Benbria and Phones in Classrooms)</li> </ul>

### *User Services*

The User Services group in the figure below provides Helpdesk and desktop support for employees, as well as audiovisual support for classrooms and conference rooms. This group is also responsible for administrator and staff training in the use of campus hardware and software. Projects during 2013-14 for this group included:

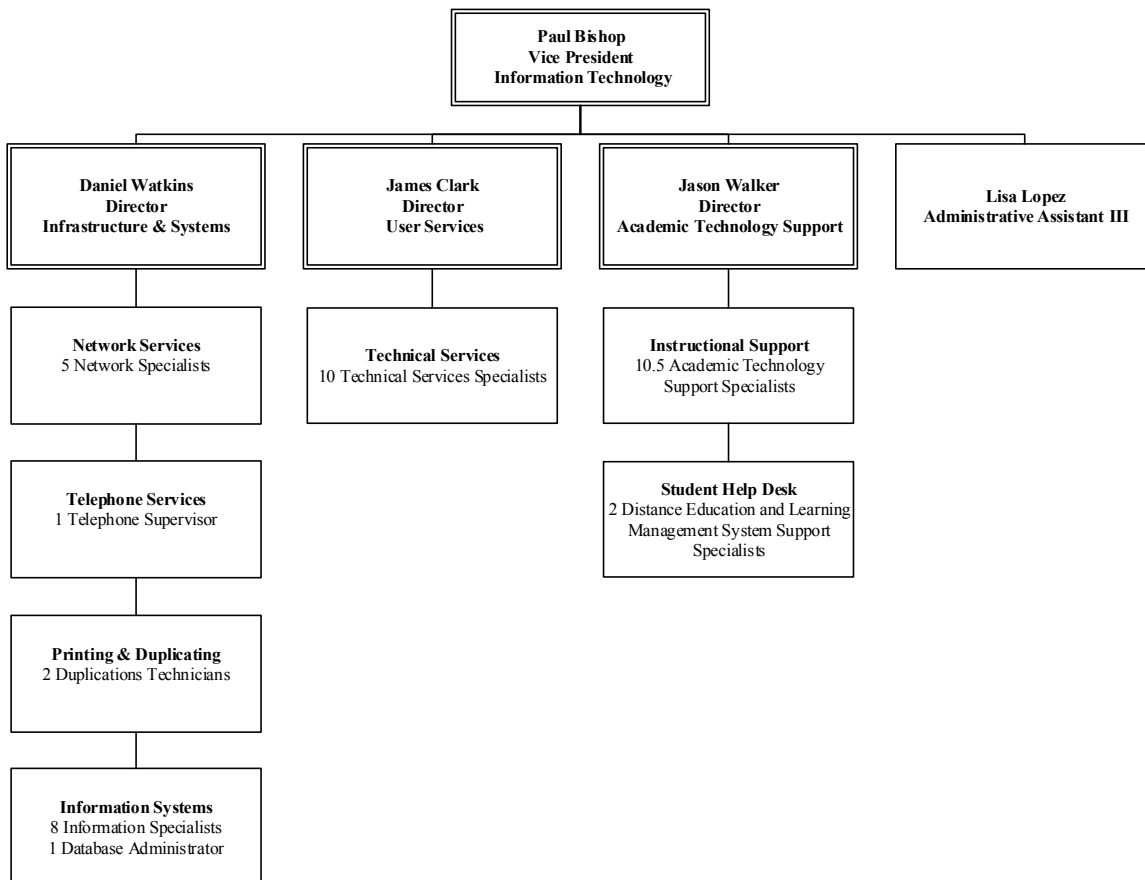
<b>User Services</b>
<ul style="list-style-type: none"> <li>• Classroom Technology Upgrades</li> <li>• Computer Replacements</li> <li>• Thin Client Expansion</li> <li>• Campus Event Support</li> <li>• Staff Training</li> <li>• IT Support for Facilities Projects</li> </ul>

**Academic Technology Support**

The Academic Technology Support group provides support for student labs, direct student support for the Moodle learning management system (LMS), and supports the student printing solution that provides pay for print in student labs across campus.

Instructional Support	Student Help Desk
<ul style="list-style-type: none"> <li>• Completed Student Lab Authentication</li> <li>• Casper Implementation</li> <li>• System Center Implementation</li> <li>• Computer Lab Refresh (350)</li> <li>• Thin Client Expansion for Labs</li> <li>• Implement New DSPS Lab Standard</li> <li>• Online Printing for Mobile Devices</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Moodle 2 Upgrade</li> <li>• Portal Upgrade</li> <li>• Develop New Online Orientation</li> <li>• Online Education Initiative, Canvas</li> </ul>

**Santa Barbara City College Information Technology Division Org Chart**



**STANDARD III**

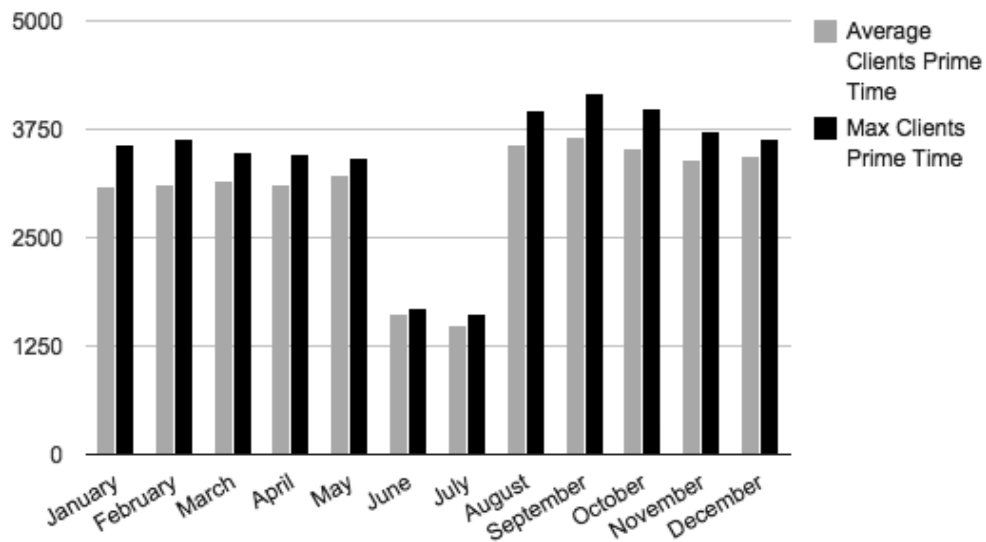
**Facilities**

The College’s technology infrastructure provides a modern wide area network (WAN), spanning three campuses and two remote locations, and an extensive local area network (LAN) on the Main Campus, supporting instructional and administrative applications. The multi-campus

network consists of fiber WAN links supporting the two satellite campuses; a dedicated Wi-Fi circuit to the Orfalea Early Childhood Learning Center; and a redundant multi-core, multi-gigabit LAN connecting all the buildings on the Main Campus. The Main Campus LAN provides over 2,200 10/100/1000 megabit connections within all campus buildings; provides over 125 Wi-Fi access points covering all public areas and meeting rooms, supporting laptops, smart phones, and mobile devices; and has over 180 virtualized servers supporting both instructional and administrative applications.<sup>492</sup>

With the addition of new campus buildings as well as the recent growth in wireless devices on campus, the number of connections to the College’s network continues to grow. In January 2009, the College recorded over 2,800 unique wireless enabled devices connecting to the campus network. During 2014 that number increased to over 3,500 devices and continues to climb (see “Campus Wifi Utilization 2014” below). Student devices accounted for 37% of the connected devices and consumed 80% to 90% of the wireless bandwidth. In the *Spring 2013 Student College Experiences Survey*, almost half (45%) of the respondents indicated that they use the campus wireless network whenever they are on campus, 22% indicated that they use it most days that they are on campus, and 24% indicated that they use it sometimes. Only 9% indicated that they never use the campus wireless network. Of those who indicated that they use it, 80% said that wireless access is available on campus where they need it.<sup>493</sup>

**Campus Wifi Utilization 2014**



<sup>492</sup> [IT Server Inventory 2014](#)

<sup>493</sup> [Spring 2013 Student Experiences Survey Report](#)

### **Hardware**

Information Technology supports approximately 3000 desktop computers across the following areas on campus:

Staff	483
Faculty	285
Lab	1617
Staff/Department/Part-time shared	247
Kiosk	46
Adjunct shared	73
Classroom	191

In the past two years, 2012-13 and 2013-14, Information Technology has replaced 872 desktop computers as part of the annual refresh program.

The main data center located in the MacDougall Administration Center is equipped with redundant air conditioning systems, redundant uninterruptible power supply (UPS) equipment, and an automated backup generator that provides uninterrupted electrical services regardless of the intermittent service provided by Southern California Edison. This data center hosts all of the College's onsite enterprise applications and mission-critical applications.

Server configurations for most of the College's mission-critical applications employ an N-Tier model (i.e., separate servers for presentation, application, and database) with multiple load balanced Web/application servers front-ending clustered database servers. Front-end servers are configured as Virtual Machines that can be cloned rapidly and deployed behind the load balancer when more capacity is required and can be integrated with SAN storage. SAN storage provides very high reliability and allows for system administrators to make frequent backups of production data. The SAN snapshots are written to remote disks independently without interfering with the activities of the production system.

This server configuration has created high availability and reliability, helping the College maintain an enviable uptime performance for college critical services as summarized in the figure below.

<b>Service Name</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Primary Web Server	99.8%	99.9%	99.9%	99.9%
Xyθος File Sharing	99.5%	99.6%	99.8%	99.9%
Moodle LMS	99.6%	99.8%	99.9%	99.9%
Pipeline Portal	99.9%	99.9%	99.9%	99.9%
Lumens (CLL)	99.9%	99.9%	99.8%	99.7%

Throughout the 2010-14 period, services were available more than 99% of the time and these percentages include planned outages for maintenance.

### *Software*

The campus data center hosts over 60 applications that directly support the operations of the College. The largest single suite of applications currently supported is the Ellucian Banner Student System which includes Human Resources, Finance, Payroll, Financial Aid, Admissions and Records, and the integrated Pipeline Portal.

<b>Vendor Apps</b>	ETranscripts CA	People Admin	Mobile Apps
Academic Works	E-TRAN (Transcripts)	Perceptive	PACE
Aeries	EasyMedix	PyraMed	PISCES
AlertU	eLumen (SLO)	Simpler Financials	SALTS
Argos	ETranscripts CA	Simpler Timesheets	SIRS
Banner	FastBooks	SiteImprove	SPA
Batch Audit Reporting System	Form Fusion	Tableau	<b>Databases</b>
Blackboard	Gallery	Touchnet	Oracle
BoardDocs	Google Apps	U.Achieve	SQL
Clean_Address	GradesFirst	U.Direct	MySQL
ClockWorks	InCommon Federation	UC4 (Appworks)	<b>Single Sign On</b>
COMEVO	Intermapper	WebMetrics	Active Directory
Credentials Parking/Transcripts	LionClock	WinPrism	Shibboleth
Curricunet	Lumens	Xythos	CAS
Degree Audit Reporting (DARS)	Luminis	Zoom	
DegreeWorks	Maxient	<b>In House Apps</b>	
DreamSpark	Moodle	BITS	
E-TRAN (Transcripts)	OmniUpdate	FA Fraud Detection	
EasyMedix	OpenCCCApply	FLEX	

Distance education at SBCC is also undergoing rapid changes in accordance with student demand for increased interactivity and social presence in their online classes. The College implemented Moodle (i.e., Modular Object- Oriented Dynamic Learning Environment) in the fall of 2011 and has recently upgraded to Moodle 2.6. The College student system, Banner, automatically generates a Moodle shell for every credit course offering. Faculty members have the oppor-



tunity to teach technology-enhanced classes utilizing Moodle. Classes are provided through role-based profiles, making it easy for students and faculty to access course work. The Moodle environment contains interactive and rich media technologies and is integrated with the Banner student system, Google Apps, and the Zoom videoconferencing application. This integration allows for the auto-generation of course shells for all credit course offerings. This provides a flexible, consistent learning interface for students in online, hybrid, and web-enhanced classroom-based instruction.

As the College continues to move to web-based interfaces for all essential campus applications, access for off-campus students becomes equivalent to that of on-campus students. The majority of campus applications/services have already been moved to web-based interfaces.

Many of these applications, including Google Apps, Zoom videoconferencing, Moodle, Campus Bookstore, and WorldCat (the library's automated catalog), and the Adobe suite of applications, are hosted in the cloud, ensuring availability independent of the college network.

## Self Evaluation

The College meets the standard. The College's technology infrastructure is designed from the bottom up to be resilient and recoverable. All critical systems are maintained in a virtual server environment with automatic failover to redundant systems in the event of a localized hardware failure. All network connectivity is supported by redundant links and switches within the data center as well as to the internet, providing users with high availability. All critical systems are backed up daily and those backups are stored on and off site for access in the event of a major campus catastrophe. The focus on redundancy, physical security, frequent backups, archival data storage, and a role-based single sign-on network access system provides a reliable and secure infrastructure for delivering both administrative and instructional applications and services.

Institutional support for a customized Moodle course/learning management system providing fully online, hybrid, and web-enhanced classroom-based instruction coupled with the judicious use of technology to support teaching and learning support a rich teaching and learning environment for students, faculty, and staff, both on and off campus. With this base foundation, the College continues to expand options for students so they may complete certificate and degree programs through online and hybrid modalities.

The combination of a robust and reliable infrastructure and the deployment of modern online web-based applications greatly enhance administrative and instructional operations and the effectiveness of the College. Technology Infrastructure is consistently highly rated in the annual *Reflections on SBCC* survey, and also shows a 6% increase in 2014 compared to 2013. In addition, the figure regarding performance demonstrates the high availability and reliability of critical services with uptime performance exceeding 99%.

## Actionable Improvement Plan

None

**STANDARD IIIC.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

## **Descriptive Summary**

### ***Training for Students***

Just in time training on how to use the Pipeline portal and Banner enterprise resource planning self-service is provided to students at their first point of contact in the Admissions and Records Office. It is here that students receive training and support for online registration and enrollment. Admissions Outreach offers a variety of personal technology training services to students bilingually in English and Spanish that are designed to coincide with registration and other high-impact periods. Other departments such as ESL and EOPS also provide customized training for students. These departments provide individual, small-, and large-group training. Information covered includes but is not limited to the following:

- Appropriately using technology resources
- Accessing and navigating the Pipeline campus portal
- Using the campus debit card features
- Accessing the GoPrint pay-for-print stations
- Connecting to the campus Wi-Fi network.
- Students also receive ongoing training and support in the Cartwright Learning Resource Center in the following areas:
  - Enhancing foundational computer skills
  - Using the internet
  - Using presentation applications like Powerpoint
  - Using Google docs
  - Formatting Word documents
  - Navigating Pipeline
  - Using Moodle
  - Using Microsoft Office

Additional one-on-one assistance is provided by Academic Technology Support for the duration of a student's enrollment at SBCC. Information Technology's Academic Technology Support Department provides training to students for the College's Moodle Learning Management System (LMS). This training is provided in the Distance Education Online Orientation, which is the College's centralized online Student Orientation, and is currently being upgraded. It

includes training on the common functionality students rely on while engaged in courses provided through Moodle. Training improvement and enhancement is also determined via input from technology committees such as the Instructional Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee, all committees of the Academic Senate.

The Computer Applications and Office Management program (COMP) offers classes on all the productivity software that students are expected to use while taking courses at the College. This program offers courses in the Microsoft Office suite of applications as well as all of the Google applications. The School of Media Arts program offers courses in all of the major Adobe applications.

At the Wake and Schott satellite campuses, student training is provided through the local learning centers. There students are offered customized computer-assisted instruction to help them reach their GED and Adult High School academic goals. The two campuses also have a community computer center that provides on-demand basic computer skills workshops to assist students in their individual projects. The satellite campuses provide opportunities for students in computer courses to practice and finish their class lessons.

In the spring 2013 *Student College Experiences Survey*, a majority of respondents (94%) indicated that they feel comfortable using a computer to complete course-related assignments, and 80% of respondents indicated that they use the campus portal “almost every day” or “several times a week.” This was more than double the responses from the 2008 survey.

### ***Training for Staff and Administrators***

The primary approach for delivering staff training is to ensure that it is available for all the software applications in use by staff. This training is provided through workshops and classes offered throughout each year. In addition, staff can self-select individualized professional development opportunities by contacting the Helpdesk and requesting technology-related training. Many of the College’s staff take advantage of the many courses offered online through @One from the California Community Colleges State Chancellor’s Office. The following is a summary of staff training sessions during the 2013-14 year.

<b>Staff Training by Topic and Hours 2013-14</b>	
<b>Course Name</b>	<b>Total Instructional Hours</b>
Bb Door Access Manage.	24
Banner Fin. Aid	18
Banner Payroll	11
OmniUpdate CMS	33
Simpler Fin. Reporting	19
Intro to Gmail	8
Computer Basics	5
Google Drive	1

Administrators and managers are also provided technology training via regularly scheduled Management meetings and an annual Management Retreat. Cohort and self-paced distance education courses, such as sexual harassment training, are offered throughout the year to administrators and managers. In addition, the IT User Services staff provide individual one-hour sessions on campus software packages by appointment. In collaboration with the accounting department, the IT User Services staff provide training on budget tracking and reporting. The Professional Development Center is another technology training resource for administrators and staff. The Professional Development Center provides coordination and administration for credit-based, short-term workplace training delivered in half-day and one-day training formats including topics such as technical writing, project management, and Microsoft applications.

### ***Training for Faculty***

The College provides faculty multiple opportunities for technology training throughout their teaching careers at SBCC. New adjunct faculty members can participate in an intensive two-day series of training seminars and workshops on the campus enterprise systems such as the use of Pipeline, Banner, Google Apps, Moodle, campus Wi-Fi network, and the College's media-enhanced classrooms. New contract faculty members are provided an even more in-depth three-day series of training seminars and workshops which often includes sessions on campus technology. Both new adjunct and new contract faculty members are then invited to attend the semi-annual faculty in-service days, during which a broad range of technology training opportunities are presented.

The Faculty Resource Center (FRC) is central to ongoing training at the College for full-time and adjunct faculty, as well as instructional support staff. The FRC, with five full-time staff and two faculty (re-assigned time), provides in-person, online, synchronous, and asynchronous training. This training is available through a series of scheduled small-group workshops each semester, by appointment, on an individual drop-in basis, or virtually. Examples of training provided by the FRC include:

- Diversity at SBCC
- Learning Theory Applied to Classroom and Online Teaching Practice
- Introduction to Online Teaching
- Flipping your Classroom
- eLumen: How to Score Using the new System
- Writing and Posting Course Improvement Plans
- Using Contingent Teaching and Peer Instruction to Create a Learning Centered Teaching Model
- Creating a Learning Centered Syllabus
- Working with Learning Resources to Increase Student Learning but Not Your Workload
- Working with Difficult Students

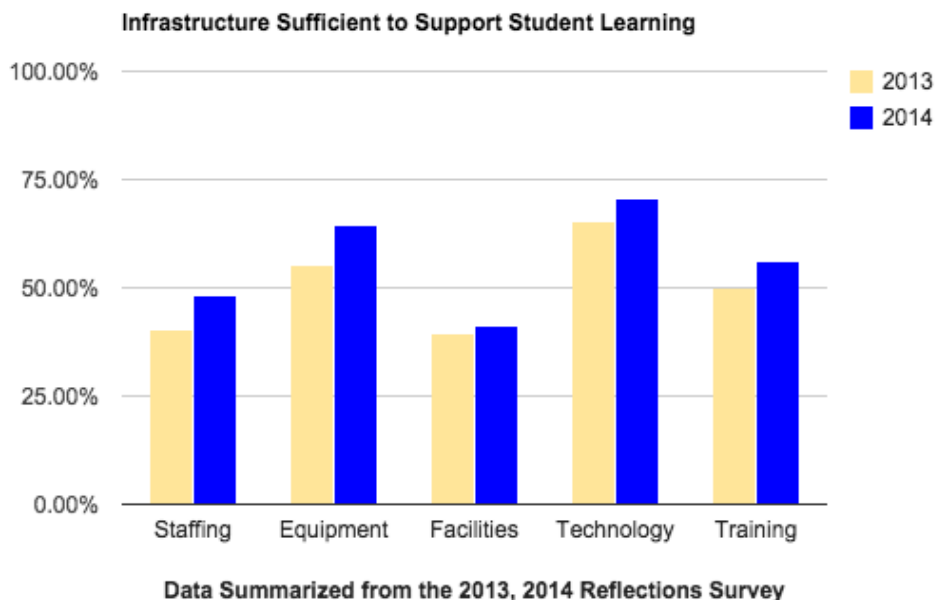
- Technology and Accessibility
- Using Snag-It to Record a Screen Presentation or Provide Student Feedback
- Using Google Docs, Spreadsheets, and Presentations in the Classroom
- Reading and Critical Thinking
- Comparison of Online Tools for Use in Office Hours or Tutoring Sessions
- Strategies for Using Moodle to Improve Classroom Retention
- Using Rubrics, Marking Guides, and Checklists in Online Assignments
- Monitoring Student Progress in Moodle
- Using Google and Mobile Devices to Capture Student Responses in Contingent Teaching
- Classroom Assessment Techniques
- Using Turnitin in Peer Assignments
- Using an iPad and Doceri/Reflector to Support On-campus Teaching
- Introduction to Pipeline/Banner

The Faculty Professional Development Committee, an Academic Senate committee, plans and organizes technology training through its “Flex” site, workshops, symposia, Student Success Grants, and numerous additional activities. Faculty members are also encouraged to take training online, such as through the CCC@One classes in subjects including podcasting, Moodle, Photoshop, and other technical teaching tools. In addition, departmental activities and conferences occur continuously throughout the academic year. The Faculty Professional Development Committee, composed of faculty, staff, and administrators, meets semi-monthly during the academic year to plan, coordinate, and oversee these activities. Additionally, this committee is responsible for overseeing the Flex site, where faculty report their required annual professional development activities. Full-time faculty members are required to complete 60 hours of professional development per year. Adjunct faculty members are required to engage in as many hours of professional development activities as the number of credit hours they teach per semester.

The effectiveness of this training is continuously modified and enhanced through feedback on faculty surveys, analysis of Helpdesk calls, and input from faculty technology committees such as the Instructional Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee. Further, direct faculty perspectives are often communicated to the Director of the Faculty Resource Center, the Dean of Educational Programs, Technology and the Vice President for Information Technology.

Training provided during in-service days is followed up by a survey to assess the effectiveness of the training sessions. Those results are used in constructing the training opportunities for the next in-service training. Individualized training provided by the IT Helpdesk results in an automated survey being sent to the recipient upon conclusion of the training. Helpdesk surveys from training sessions annually exceed four points on a five-point scale. Faculty training activities in the FRC are assessed by the FRC staff and used in planning future training activities. In the *Reflections on SBCC 2013* survey, technology, hardware, and training were the three areas

given the highest ratings by employees and the Board of Trustees as having sufficient resources to support student success. Again in the *Reflections on SBCC 2014* survey, the ratings for these increased and continued to outpace satisfaction with staffing and facilities as summarized in the figure below.



Most campus training activities are followed by a survey to assess end user satisfaction. Although these surveys indicate a high level of user satisfaction, the College is planning to develop a newer standardized assessment tool to measure user satisfaction as well as to gauge interest in other training opportunities.

### Self Evaluation

The College meets the standard. The College provides abundant training opportunities for students and employees in group training, one-on-one training, online tutorials, and via the campus Helpdesk. The College continually evaluates and updates training materials which support use of campus information technology. Employees in both the 2013 and 2014 *Reflections on SBCC* surveys gave training the third highest ranking in the infrastructure category, trailing behind only rankings for technology and equipment. Over 90% of respondents in the 2013 *Student College Experiences Survey* indicated that they felt comfortable using computers for course-related assignments. Surveys of employees and students all suggest a high level of satisfaction with both resources and their ability to use those resources, indicating a high degree of efficacy of campus training activities and materials.

### Actionable Improvement Plan

None

STANDARD III

**STANDARD IIIC.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

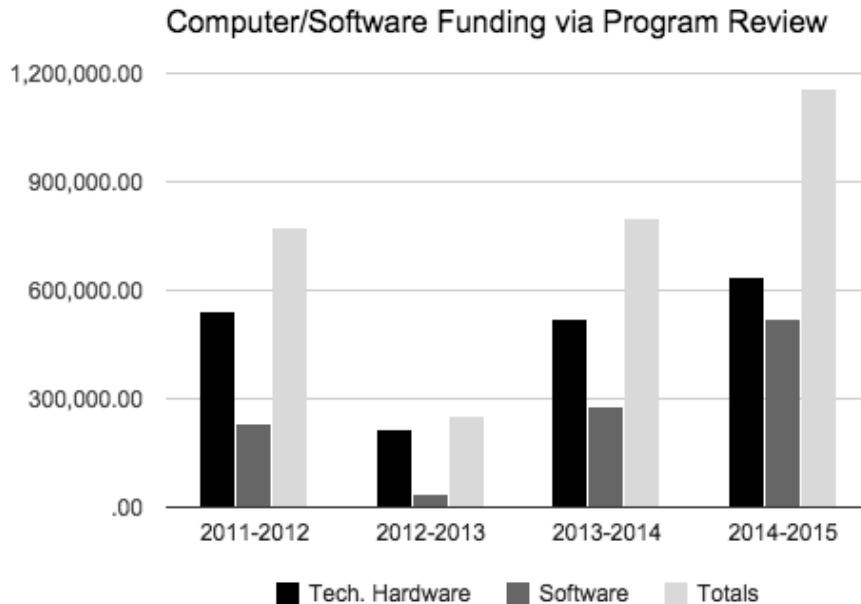
## **Descriptive Summary**

Technology planning is rooted in the technology objectives contained in the *Educational Master Plan* and further refined in the *District Technology Plan*. The District Technology Committee (DTC), with input from the Instructional Technology Committee (ITC) and the Administrative Applications Workgroup are the primary groups responsible for developing the *District Technology Plan*. DTC includes representation from all college constituencies, including administration, faculty, staff, and students. The purpose of the District Technology Committee is to: make recommendations to the College Planning Council on IT planning priorities, new IT resources and requests, and IT policies; oversee and implement the *District Technology Plan*; purchase and oversee installation of campus technology, including both replacement and new hardware and software; assess the effectiveness of technology planning; serve as technical support and resources to units of the College that are using technology to serve students, faculty, staff, and community-based organizations; and oversee and receive recommendations from the Administrative Applications Workgroup.

The Instructional Technology Committee is an Academic Senate committee that: provides guidelines and leadership in the development of the *District Technology Plan* for Educational Programs; serves as an advisory committee to the Faculty Resource Center; reviews proposals and makes recommendations for funding of requests to acquire computer technology; provides guidelines and makes recommendations for campus-wide software and platform upgrades and decisions; and serves as a liaison to the District Technology Committee.

The Administrative Applications workgroup is a subcommittee of the District Technology Committee that serves a planning group for the Banner Student System and related modules, as well as all other administrative applications.

Annual technology resource requests are routed through the College's program review process and are evaluated by the DTC, ITC, and the Academic Senate before final ranking by the College Planning Council (CPC). Departmental requests for technology services, facilities, hardware, and software are vetted through this process annually and are responsive to budgetary changes that mandate either more or less investment in a given year.



Annual awards for technology through program review were depressed during the recessionary period from 2011 through 2013 but have rebounded to upwards of \$1.2 million in the 2014-15 school year.

Since 2001, the College has committed at least \$1.2 million annually to refreshing computer technology and infrastructure. The District Technology Committee, in consultation with the Instructional Technology Committee, supports a long-term technology refresh process that governs all student, faculty, and staff computing equipment. Annually, the District Technology Committee and Instructional Technology Committee review any modifications to the campus standards for hardware and software and approve the standard systems for that year.<sup>494</sup>

Campus student computer labs, numbering almost 1,538 desktop computers in 59 labs, are on a three- to five-year replacement cycle. Lab replacements are done over the summer or during winter recesses in consultation with the academic departments and lab support staff. Faculty and staff computers are currently on a five-year replacement cycle. Servers, printers, multimedia equipment, and network equipment are replaced at or within manufacturers' end-of-life schedules. The District Technology Committee has the responsibility for developing the *District Technology Plan*. This planning activity is informed by the *Educational Master Plan* and involves multiple groups across campus. The planning process that resulted in the College's current Technology Plan is described below.

After the completion of the *Educational Master Plan* (EMP) in December of 2013, the District Technology Committee (DTC) convened a retreat in January 2014 to build a planning framework around the technology goals embedded in the EMP.<sup>495</sup> The results of the January 2014 retreat were then discussed and refined in subsequent DTC meetings during the Spring of 2014.<sup>496, 497</sup> In the fall of 2014, DTC and the Instructional Technology Committee refined those

<sup>494</sup> [District Technology Committee 2013-14 Minutes](#)

<sup>495</sup> [January 2014 Planning Agenda](#)

<sup>496</sup> [Planning Agenda for 2014 District Technology Plan](#)

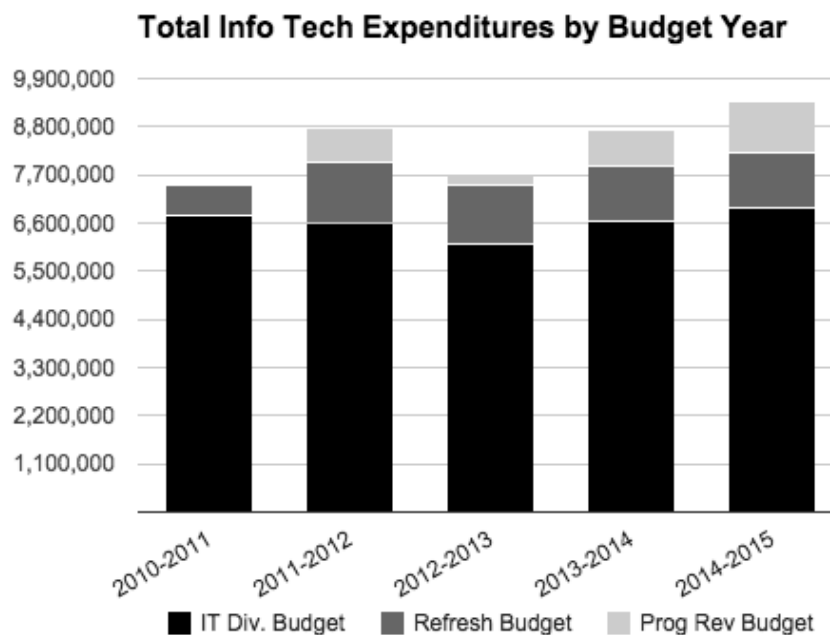
<sup>497</sup> [Strategic Goal Retreat Summary](#)



objectives and approved the *District Technology Plan*. The plan was then distributed to the various governance groups for comment prior to submission to CPC in February of 2015 for final approval.<sup>498</sup>

Goals and objectives within the *District Technology Plan* are given priority and are funded through Educational Programs or Information Technology department budgets as well as through the departmental resource requests identified through program review. On the program review technology request website, there are drop downs for both the *Educational Master Plan* and *District Technology Plan* goals which can be selected for each of the requested technology items. This helps to emphasize that requests that are aligned with specific institutional goals have a better chance of being approved. All hardware purchases that meet institutional requirements are included in the technology refresh cycle funded by the college refresh budget.

Even during the latest recession, the College continued to fund support for IT infrastructure and services. Funding of program review requests was greatly reduced during this period, but computer refresh, hardware and software maintenance, and hardware upgrades continued. The figure below shows a comparison of these budgets across the last five years.

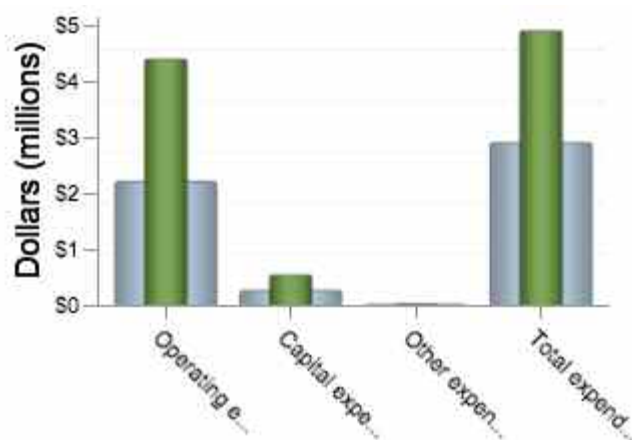


### SBCC Financial Reporting System

A comparison from the 2013 Educause Core Data Survey shows SBCC outperforming the College’s comparison group across the country in budgeting for IT infrastructure and services.

<sup>498</sup> [2014 District Technology Plan](#)

## Comparison of SBCC's IT Expenditures by the Median by Carnegie Class



### Educause Core Data Survey 2013

As the figure shows, SBCC spends more in each budget category than the average for other like colleges.

### Self Evaluation

The College meets the standard. The College systematically plans and budgets for campus technology. The highly integrated nature of these planning activities ensures that institutional priorities are set within the college governance groups and expressed in the *Educational Master Plan* and in the *District Technology Plan*. These two documents inform the decisions made in evaluating hardware and software requests during the annual program review process. By tightly coupling the planning and budgeting processes, the College is able to realize exceptional value from its technology expenditures.

Planning by the District Technology and Instructional Technology committees drives the introduction of new technologies at SBCC. By the fall of 2014, 30 of the 35 objectives in the *2011-14 District Technology Plan* had been completed and the final five were still in process and carried over into the 2014-17 plan.<sup>499,500</sup> Those objectives included many high-demand projects including Wi-Fi expansion, deployment of thin clients, transition to a more collaborative email suite, and the installation of a new graphical decision support system (Tableau), a tool which allows employees to access data they may need.

Over the years, SBCC has exceeded the national averages for its Carnegie classification in budgeting adequate resources for the replacement of aging computers, workgroup printers, servers, and network infrastructure as reported in the 2013 Educause Core Data Survey as well as in previous Educause surveys. This has been expanded in the last several years to include multi-function copiers and classroom technology.<sup>501</sup>

<sup>499</sup> [District Technology Plan 2011-14](#)

<sup>500</sup> [2014 District Technology Plan](#)

<sup>501</sup> [DTC 2012-13 Meeting Minutes](#) (pages 11 and 18)

The high ranking given to college equipment and technology by faculty and staff in the annual *2013 Reflections on SBCC* survey and *2014 Reflections on SBCC* survey directly supports the successful distribution and utilization of campus technology.<sup>502, 503</sup>

## Actionable Improvement Plan

None

**STANDARD IIIC.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

## Descriptive Summary

### *Distribution*

Technology is widely distributed across the SBCC campuses. New technology requests are submitted annually as part of the program review process. These requests are prioritized by the District Technology Committee and Academic Senate committees and then forwarded to the College Planning Council which reviews and makes recommendations to the Superintendent/President for inclusion within the annual budgeting process.

The following narrative provides more detail on the distribution of technology that has resulted from the college planning initiatives.

As part of the implementation of the Ellucian Banner ERP, the College followed Ellucian's Unified Digital Campus philosophy to provide seamless access to electronic resources to students, faculty, and staff. The campus portal (<http://pipeline.sbcc.edu>) is the gateway to almost all campus electronic resources, providing single sign-on to student information, reporting, file sharing, campus debit card features, and email. It also provides a central location for messaging and updates to current events from the Channels, SBCC's online student newspaper, and FaST News, a publication for college employees authored and distributed by the Public Information Officer.

The College enables a standardized Central Authentication Service (CAS) as the authentication mechanism, providing global credentials that can be recognized across all campus electronic systems. Portal accounts are created automatically for students and employees. As soon as a student receives an acceptance email from the College, his/her account on the portal is created by an automated process, and he/she has access privileges based upon the configured student status. Employee accounts are also automated and are created subsequent to employment. Employment

<sup>502</sup> [Reflections on SBCC 2013 Survey](#) (page 28ff)

<sup>503</sup> [2014 Reflections on SBCC Survey](#) (page 33ff)

termination by HR also results in those accounts being de-provisioned, thereby removing access privileges.

Campus wireless access is ubiquitous, requiring web-based sign-on using the same authentication schema used elsewhere at the College. The number of connections to campus Wi-Fi access points is closely monitored, and additional access points are scheduled for installation when the average load on an individual access point exceeds 60% more than 20% of the business day. In the spring of 2014, campus Wi-Fi was installed at both the Schott and Wake Campuses. In the fall of 2014, wireless coverage was extended to the Pershing Park athletic fields, providing network access for coaches and players during athletic events.

Debit privileges, enabled as part of the upgrade to the campus ID card system, allow the use of the campus ID card for payment for almost all campus financial transactions including food service, bookstore, vending, pay for print, and library fines. A web interface is also provided for parents, allowing them to add value to their student's campus card from off-campus, and also to restrict these funds to specific areas such as the bookstore, dining, or campus printing. In 2013-14, the College expanded the campus ID card system to include keyless access to campus buildings. By spring of 2015, all external entry doors to campus buildings and classroom doors were upgraded for keyless entry. This system provides for scheduling open and locked times for rooms as well as giving the administration the ability to force an all-campus or building-by-building lockdown.

SBCC is a Google Apps for Education campus which provides web-based email, calendaring, file storage, YouTube video storage, Google sites, and a large number of related services. These services are available to all students, faculty, and staff. Each person is provisioned with unlimited file storage. Google Apps were initially configured for all students in 2011 and in the following year, the faculty/staff migration began. The introduction of a modern, web-based collaboration toolset has dramatically changed the nature and quality of campus document sharing and collaborative writing. Not only has this impact been felt in the classroom, but also in administrative offices across the campus. One prime example is the development of this self evaluation, which is being done entirely in Google Docs utilizing the easy to use and powerful collaboration features.

Another change has been the College's efforts to bring its state-supported noncredit programs into closer relationship with its credit programs. Noncredit data is being transitioned from the cloud-hosted Lumens system into the credit Banner ERP. This transition will facilitate the need to track student progression from noncredit learning into credit programs, and provide local control of college data pertaining to these important programs. In addition, noncredit will adopt the College's semester calendar.

Another major initiative was the implementation of enhanced videoconferencing services in support of the College's distance learning program and physical campuses. In 2013, the College selected Zoom.us as the supported videoconferencing vendor based upon cost, ease of use, and quality of the end user experience. With the introduction of easy to use internet conferencing, the relatively infrequent use of legacy Tandberg videoconferencing equipment exploded into relatively high usage across the campus. The largest campus user is the Health Information Technology program, which is a totally online program. The HIT faculty use videoconferencing for both

faculty meetings and faculty/student meetings. In the most recent version of Moodle, Zoom videoconferencing software has been given learning tools interoperability (LTI) integration to make it even easier to access from within a Moodle course. Even within the span of a few months, the amount of time spent videoconferencing has increased dramatically, as illustrated in the figure below.

### **Campus Videoconferencing Usage in 2014**

Month	Meetings	Participants	Duration(Minutes)
January 2014	20	65	2533
February 2014	29	102	4838
March 2014	39	117	5217
April 2014	45	138	6395
May 2014	55	213	10367
June 2014	46	148	6882
July 2014	43	108	4538
August 2014	36	92	4406

Except for lower usage during summer months, the use of videoconferencing continues to increase, primarily for online courses.

The College is also developing desktop virtualization technology to give students greater access to software resources on and off campus. The College applied for and was subsequently awarded a \$50K startup grant from the Santa Barbara Foundation to pursue this goal.<sup>504</sup> The final part of this project is to create virtual computer labs that will be accessible from off campus to provide online students the same access to campus computer labs as students physically on campus. The deployment of virtual desktops has resulted in the development of mobile labs that are basically a secure cart housing 20-30 Chromebooks or thin client laptops that can be placed in any classroom that requires the use of computers during a class session. The advantage of using virtual desktop technology is that there is no longer a need for college staff to manage multiple laptop computers. Anyone who has managed a pool of mobile laptops knows the difficulty in keeping all of those devices functional day after day. This new technology allows one server administrator to effectively manage the configurations and devices in all of the mobile labs.

The College’s commitment to provide desktop or laptop computers to all full-time faculty and staff and to upgrade that equipment on a regularly scheduled interval has effectively distributed desktop technology across all segments of the campus. This commitment was established as part of the planning process within the District Technology Committee. Additional technology resources are regularly awarded to both instructional and operational programs as part of the annual program review process. The combination of District Technology Planning and the annual program review process has contributed to a successful and effective deployment of technology across the college campus.

<sup>504</sup> [The Santa Barbara Foundation Technology Grant Request](#)

## Self Evaluation

The College meets the standard. The planning process for the *Educational Master Plan* and the ancillary *District Technology Plan* provide a transparent and participative process that has resulted in a continued focus on student success and institutional effectiveness. These planning activities coupled with a well-established annual program review process have resulted in an effective distribution of technology resources across the campus, providing technology in support of instruction in the classroom and supporting students either through Wi-Fi access with their own devices or via campus supplied technology in the computer labs and classrooms across the campuses.

Having an explicit goal in the *2011-14 District Technology Plan* to “create an optimal physical and technological environment” has resulted in the College using the new technologies of virtualization and cloud-hosted services to provide a robust and reliable infrastructure for students and staff.<sup>505</sup> This strategy has been very effective as demonstrated by the outstanding uptime statistics for essential services.

Much of the College’s technology planning is directed toward services available to students from any location, both in support of distance learning as well as providing opportunities for on-campus students to access necessary electronic resources from off-campus locations. This provides multiple benefits for both students and the campus by reducing demand for on-campus computer labs and parking, and gives students access to resources whenever they need them. Much of this work has followed on the heels of the successful grant application to the Santa Barbara Foundation to develop a virtual desktop infrastructure (VDI) in support of students at a distance.

## Actionable Improvement Plan

None

### STANDARD IIIC.2

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

<sup>505</sup> [District Technology Plan 2011-14](#)

## Descriptive Summary

### *Integrated Planning*

Technology planning is guided by the *District Technology Plan* which is based upon the goals set forth in the *Educational Master Plan*. The District Technology Committee (DTC) is charged with the development, implementation, and evaluation of the Technology plan. The committee is chaired by the Vice President of Information Technology and includes at least one faculty member from each of the educational divisions, representatives for each of the college vice presidents, the three ITD Directors, the Senior Director of Institutional Assessment, Research, and Planning, two CSEA representatives, and one student representative appointed by the Associated Student Government. The DTC oversees current and future technology needs for the entire campus community.<sup>506</sup>

The DTC has adopted standards for replacing faculty, staff, and student laboratory computers every three to five years. Network hardware and peripherals are replaced every five to ten years based on the vendor agreement and life cycle of the technology.

Each department, through their annual program review (PR), submits their instructional or non-instructional technology needs based on the *Educational Master Plan*. The program review requests are annually reviewed by the DTC. In addition, specific instructional technology needs are reviewed by the Instructional Technology Committee (ITC), an Academic Senate committee, and by the Academic Senate itself. For optimum communication, many ITC members also serve on the DTC. The DTC in turn reports activities and progress to the College Planning Council and the Superintendent/President.

In order to facilitate the program review planning and decision-making process for technology needs and initiatives, members of Information Technology and Educational Programs serve as technical support and resources to units of the College that are requesting technology to support the mission of their areas. Decisions regarding technology requests are evaluated using multiple criteria, including but not limited to relevance to the *Educational Master Plan* and the *District Technology Plan*, efficient and effective operational processes, and maintaining a competitive edge.

The College spent four years mired in a nationwide recession, yet was still able to allocate resources for technology needs through the program review process. In less economically constrained times, it is much easier to meet the demands for technological resources. It is important to recognize the success of the College's ability to support technology needs even in economically challenging times as demonstrated by the *Reflections on SBCC 2014* survey in which technology, hardware, and training were the three areas given the highest ratings by faculty and staff as having sufficient resources to support student success.<sup>507</sup>

### *Systematic Assessment*

The Information Technology Division continually monitors and reports on the campus use of technology. This information is used extensively for resource planning and allocation of resources.

<sup>506</sup> [District Technology Committee website](#)

<sup>507</sup> [2014 Reflections on SBCC Survey](#) (page 33ff)

IT planning takes into account many considerations, including traditional IT monitoring such as bandwidth utilization, server CPU and memory utilization, available disk space, and the more recently installed software that monitors actual usage statistics for classrooms and computer labs. Student computer lab usage reports were used effectively in a study of student computer labs which made a number of recommendations to improve the utilization of campus technology.<sup>508</sup> IT constantly monitors Wi-Fi access point use and uses that data to deploy additional access points or as the basis for upgrading to higher performance radios. A summary of some of this data is presented in IIIC.1.a, demonstrating the continued growth is the use of campus Wi-Fi.

## Self Evaluation

The College meets the standard. The tight integration between technology planning and budgeting ensures that the resources required by college programs and services are planned, budgeted for, and implemented. Goal 3.1 of the *Educational Master Plan* states, “Systematically identify and improve operations using appropriate technology.”<sup>509</sup> This goal has resulted in 14 planning initiatives within the current *District Technology Plan* and will ultimately spawn other resource requests within the program review process each year in the future.<sup>510</sup> All of these initiatives directly support the development, maintenance, and enhancement of college programs and services. The broad participation in both planning and budgeting activities across the campus provides for a wide distribution of technology resources that “ultimately support teaching, learning, and student success and goal attainment.”<sup>511</sup>

Effective monitoring of technology resources allows the College to appropriately scale up heavily utilized services while the program review process assists in identifying new technology resource requirements as well as determining the efficacy of existing resources.

Within the program review, the initial questions are focused on how the instructional program’s mission relates to the College’s mission as well as articulating what has happened since the last program review. Goals introduced in the previous program review are reviewed, and progress toward those goals is clearly spelled out, including an evaluation of how well those strategies have served their purpose of achieving the stated goals. By assessing resource utilization through data collection, combined with the reported efficacy as reported in program reviews, the College has the necessary data to “systematically identify and improve operations.” Through these means, technology planning is fully integrated with institutional planning.

## Actionable Improvement Plan

None

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<sup>508</sup> [LABS Report from ITC Revised at Senate](#)

<sup>509</sup> [Educational Master Plan 2014](#) (section 3.1)

<sup>510</sup> [2014 District Technology Plan](#)

<sup>511</sup> [Educational Master Plan 2014](#) (section 1.1)



# Standard IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

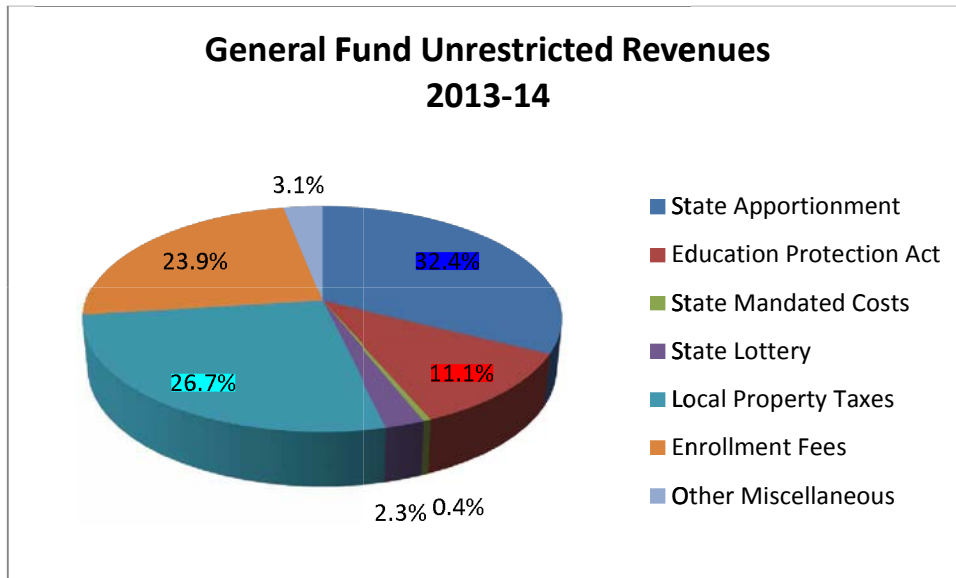
## STANDARD IIID.1

**The institution's mission and goals are the foundation for financial planning.**

**STANDARD IIID.1.a. Financial planning is integrated with and supports all institutional planning.**

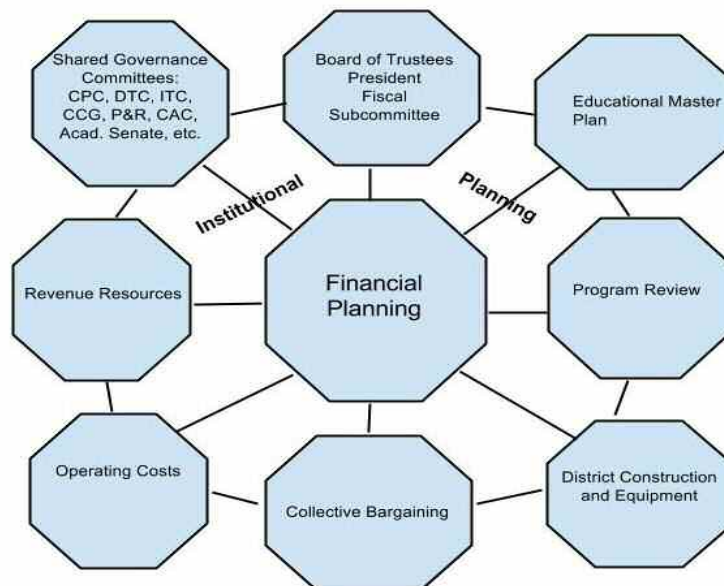
### Descriptive Summary

Financial planning is driven by the college revenue sources, operating costs, institutional planning, the *Educational Master Plan* (EMP), budgetary processes, program review, participatory governance, board policies, and the Board of Trustees. The College obtains funding from multiple sources, many of which are unstable and unpredictable from one year to the next. The sources of funding are as follows: California state apportionment, California Education Protection Act, state mandated costs, state lottery funds, local property taxes, enrollment fees charged to students, and other miscellaneous income sources. The chart below shows the sources of college revenues received in the 2013-14 fiscal year.



As the economy grows and contracts from one year to the next, taxes collected at the state and local levels fluctuate, creating a dynamic where funding from the state is not consistent from one year to the next. Recession impacts the College substantially and requires quick changes to budgetary planning, while increases in revenue are much needed but take time to plan for the additional revenue and to implement changes to serve student needs.

Financial planning is integrated with and supports all institutional planning, as illustrated in the chart below.



Financial planning is driven by the *Educational Master Plan* (EMP). The College’s EMP creates the context and structure through which the College identifies and pursues the strategic directions and goals which advance its mission and which drive the budget planning process. The

budget planning process begins with program review to establish the link from planning and budgeting to the EMP. Program review ensures that instructional and operational programs are continuously examined so that transfer, certificate, and degree programs are current and serve the changing needs of the students and the community. The program review timeline documents the process, committees, governance groups, and departments that are involved in program review.<sup>512</sup>

Program reviews are updated annually when resources are being requested and are a vital component in the planning and budgeting process. Completed reviews are shared with relevant governance groups, including the Planning and Resources Committee which provides recommendations to the Academic Senate, the President’s Cabinet, and the College Planning Council. The program review ranking results are made available to the entire college community online.<sup>513</sup> Program review resource requests are ranked by relevant governance groups and presented to the President’s Cabinet and CPC, per the program review timeline and budget development timeline.<sup>514</sup> The ranked program review requests are linked to the budget development process, and the approved requests are included in the following year’s budget.

Along with being involved in the program review budgeting process, the College Planning Council (CPC) is the main oversight committee that reviews and consolidates all major plans from all areas of the College, both institutional and financial. As the primary planning committee of the College, CPC has purview over both financial and institutional planning. The purpose of CPC is to participate in the development of the college budget, make recommendations to the Superintendent/President on allocation of college resources, and serve as an advisory group to the Superintendent/President on fiscal planning matters. CPC reviews requests for budget increases and reductions.

The College’s board policies encompassing reserves, budget development, and fiscal management drive financial planning and integration with institutional planning. The financial board policies that integrate with institutional planning are as follows:

Board Policy/Administrative Policy 6200	Budget Preparation
Board Policy 6225	Principles of Budget Development
Board Policy/Administrative Policy 6250	Budget Management
Board Policy/Administrative Policy 6300	Fiscal Management
Board Policy 6305	Reserves
Board Policy/Administrative Policy 6400	Financial Audits

<sup>512</sup> [Program Review Timeline presented to CPC 09-03-2013 First Reading](#) (Item 4.2)

<sup>513</sup> [Program Review 2014-15](#)

<sup>514</sup> [Budget Development Timeline 2014-15](#)

The Board of Trustees has a Fiscal Subcommittee, composed of three Board members, which reviews and makes timely recommendations to the Board of Trustees on all fiscal matters affecting the College.<sup>515</sup> The Fiscal Subcommittee meets on a monthly basis to discuss and review quarterly financial reports, actual college expenditures and revenue compared to budgets, expense and revenue projections, and various other financial data and reports. Many agenda items are set in advance, as can be seen in the Fiscal Subcommittee Calendar, while others are added ad hoc based on committee or president requests.<sup>516</sup> The committee devotes substantial time to budget development, discussion, and approval for the upcoming year's budget.

## Self Evaluation

The College meets the standard. The College has implemented a comprehensive and systematic process that integrates financial planning with institutional planning. Financial planning for the College has been stable. The budget principles have not changed significantly over time, providing for a balanced budget, adequate ending balances, and conservative forecasts.<sup>517</sup> This has provided the College with the ability to respond quickly to the sudden funding cuts from the recent recession and the increases in funding for the Student Success and Support Program commencing in 2014-15. The College reacted quickly by integrating institutional planning changes with the changing financial environment.

Financial planning is integrated through program review. Program review goes through participatory governance, including the Planning and Resources committee, Academic Senate, President's Council, CPC, Fiscal Subcommittee, and ultimately the Board of Trustees. The Board of Trustees' expertise in various areas of the institution are brought into the budget process via the Fiscal Subcommittee, which integrates financial planning into all aspects of institutional planning at the highest level of management within the College.

Through participatory governance, the College's review process for financial resource allocations is comprehensive and inclusive. The governance bodies continue to evaluate and modify the roles and responsibilities regarding budget development to better ensure that financial planning is integrated with the College's *Educational Master Plan*.

## Actionable Improvement Plan

None

<sup>515</sup> [Fiscal Committee Mission Statement 2013](#)

<sup>516</sup> [Fiscal Committee Calendar 2014](#)

<sup>517</sup> [BP 6225 Principles of Budget Development](#)

**STANDARD IIID.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

## **Descriptive Summary**

The college budget is developed by the Fiscal Services Department and reflects institutional plans and decisions as developed and reviewed by the College Planning Council. A master calendar for planning and budgeting outlines this process.<sup>518</sup> The preliminary budget is developed according to Board Policy 6200 Budget Preparation and Board Policy 6225 Principles of Budget Development.<sup>519</sup> Assumptions used for developing the college budget are clearly documented and are shared with all participatory governance bodies.<sup>520</sup>

These assumptions are based on the state of California’s budgeted revenue for the College, cost of living adjustments, base allocation funding changes, categorical and grant funding amounts, expected donations and fundraising, and various other funding projections. Assumptions related to expenditures are based on cost of living adjustments, approved academic and classified position changes, increases to employee benefits such as pensions, contractual changes from collective bargaining, fluctuations in other operating expenditures such as utilities, and transfers to other funds from the general fund. These assumptions are incorporated into the preliminary budget. The accuracy of the preliminary budget allows the College to gauge the ability to fund additional expenditures, such as new faculty, classified, and management positions, and base budget augmentations.

Throughout the budget development process, all aspects of the college revenue and expenses are assessed in great detail. The process starts with a thorough review of all current employee-related expenditures, composed of faculty, permanent classified staff, and hourly employee salary and benefit-related costs. Any new positions to be added to the budget are approved via the program review process and incorporated into the budget. Special consideration is also made to ensure that the College’s budget will comply with regulatory requirements, such as meeting a minimum full-time faculty staffing level (known as the faculty obligation number) and expending a state-mandated amount on direct instruction (known as the 50% law). The next step in assessing the College’s financial resource availability is related to all other costs besides labor costs (i.e., “non labor” costs). These costs include items such as instructional supplies, materials, utilities, contracts, legal fees, insurance, repairs, maintenance, etc. Some of these costs are fixed, while others are discretionary. The College went through a zero based budgeting (ZBB) process for non-labor costs during two budget cycles, fiscal year 2012-13 and fiscal year 2013-14. The intent of the ZBB process was to re-calibrate funding to programs that received cuts during the

<sup>518</sup> [Budget Development Timeline 2014-15](#)

<sup>519</sup> [BP 6225 Principles of Budget Development](#)

<sup>520</sup> [Tentative Budget Assumptions 2014-15 \(Fiscal 4-7-14 agenda and attachment\)](#)

prior years' recession and to give those programs the resources required to serve students at appropriate levels.

Financial resources allocated to categorical and grants are budgeted to match the revenues and expenditures for those programs. A similar situation occurs with any fundraising or donations that are received by the Santa Barbara City College Foundation. Any funds raised by the Santa Barbara City College Foundation within one year are budgeted to be spent in the following year so as to ensure the revenues are available prior to expenditures being incurred.

Budget development is iterative, involving revisions based on continually updated information of financial conditions and state funding. Ongoing institutional planning reflects a realistic assessment of resource availability. After completion of the preliminary budget, all assumptions are reassessed based on updated information made available both externally and internally, such as the final state budget for the upcoming year or employee benefit modifications agreed to with collective bargaining units. The final budget is complete and approved by September 15 of each year, per California Code of Regulations Section 58305.<sup>521</sup>

The college budgeting process has resulted in a less than 5% difference between actual and budgeted unrestricted fund expenditures since the 2010-11 fiscal year. The College's final adopted budget for 2014-15 consists of \$89,950,276 in unrestricted general fund expenditures and \$15,567,260 in restricted expenditures. In 2014-15 the College budgeted a deficit of \$2,590,973. This deficit was planned, and the College anticipates a return to a balanced budget for the 2015-16 fiscal year. This information, along with other budget information can be found in the 2014-15 Adopted Budget Report.<sup>522</sup>

## Self Evaluation

The College meets the standard. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. The College actively budgets and forecasts its projected revenues and expenses one year in advance and updates those budgets and forecasts as more information becomes available. The College also actively monitors actual revenues and expenses to projected revenues and expenses and adjusts spending accordingly.

Resources are allocated through the budget development process, based on institutional planning needs, which provides students with the support needed to improve their success.

## Actionable Improvement Plan

None

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<sup>521</sup> [Master Adopted Budget Spreadsheet 14-15](#)

<sup>522</sup> [Adopted Budget Presentation 2014-15](#)

**STANDARD IIID.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

## Descriptive Summary

The Board of Trustees is responsible for the financial stability of the District. The Board provides direct leadership by monitoring institutional performance including fiscal management and educational quality, and provides institutional planning oversight ensuring the fiscal health and stability of the District, as detailed in Board Policy 2200.<sup>523</sup> Aiding the Board with this responsibility are recommendations from the Superintendent/President, vice presidents, directors, and managers, as well as accurate and timely financial updates. The Fiscal Subcommittee of the Board meets on a monthly basis and reviews financial reports as evidenced by the subcommittee meeting agendas and attachments.<sup>524</sup> Furthermore, the College Planning Council (CPC) systematically considers financial impacts, both near-term and long-term, of planning decisions by making recommendations on the planning assumptions that are used to develop the budget and by identifying one-time expenditures as being different from ongoing expenditures to make sure long-range priorities can be assessed. Consequently, the long-term implications of decisions are carefully examined and discussed by several groups before approval and implementation.

One of the College’s primary long-term liabilities is the Other Post Employee Benefits (OPEB) for retiree health benefits. The College retains the services of an actuary to estimate the present value of promised retiree health benefits. Recommendations made by the actuary on a biannual basis are reviewed by several participatory governance bodies before the Superintendent/President makes recommendations to the Board of Trustees. The OPEB obligation amounts for the last three years are shown below:

<u>Fiscal Year Ended</u>	<u>Annual OPEB Cost</u>	<u>Actual Contribution</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
6/30/12	\$ 607,837	\$ 233,866	38.5%	\$ 1,332,333
6/30/13	\$ 609,972	\$ 220,707	36.2%	\$ 1,721,598
6/30/14	\$ 478,187	\$ 154,084	32.2%	\$ 2,045,701

The College does not have a material amount of unfunded retirement benefits or potential workers compensation claims liability and continues to fund those expenses within the annual budget.

<sup>523</sup> [BP 2200 Board Duties and Responsibilities](#)

<sup>524</sup> [Fiscal Subcommittee Board Agenda and Attachments](#)

The College is in need of improvement of academic facilities, renovation of aging classrooms, and upgrades for energy efficiency, sustainability, and accessibility. Although the College completed major capital improvement projects using funding secured through the passage of the \$77.2 million Measure V Bond in 2008, additional funding is still required to make critical infrastructure improvements at the main college campus, and both satellite campuses (Wake and Schott). In November 2014, the College placed a capital projects bond on the election ballot, Measure S. Proposed Measure S projects included major renovations to six buildings on the main campus and the original 1930s elementary school building on the Schott Campus, replacement of the Physical Education building, the Campus Center and the entire Wake Campus, and construction of new buildings at the main campus and Schott Campus in order to remove the remaining modular buildings at both locations. Measure S did not pass in November 2014, and the resulting outcome has required the College to reassess long-term financial planning to assess funding options for these necessary projects.

Funding for energy efficiency upgrades were obtained in 2007 and 2013 in the form of three loans from the California Energy Commission and Southern California Edison. The loans are described in detail in Standard IIID.3.e. The loan proceeds funded the installation of energy efficient lighting across the campus, a photovoltaic system, and other energy efficiency upgrades. These upgrades reduce the overall electricity consumption and costs to the College. The reduction in costs offset the debt interest expense of two of the three loans. The third loan from Southern California Edison is a 0% interest loan and therefore did not create an interest expense, but did provide the necessary cash flow to complete upgrades. Prior to obtaining the three loans, the College considered the cost of the debt and all savings resulting from the upgrades to assure long-range financial stability.

## Self Evaluation

The College meets the standard. The College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The College has made it a priority to budget and allocate for both short- and long-term liabilities, by adhering to approved board policies and procedures when establishing budgets. This has allowed the College to be fiscally sound and make positive contributions to the unrestricted general fund ending fund balance even amidst the state's recent economic downturn. In the event that a bond is passed in the future to fund the district's capital improvements, the strong financial position of the College was validated in April 2013 by the Standard and Poors and Moody's ratings of AA+ and Aa1.<sup>525</sup>

The College surveys all employees and board members every year in the annual *Reflections on SBCC* survey. Within the survey, multiple questions are asked about how the College is performing in the eyes of the employees. The following question was included in the 2014 *Reflections* survey: "The Board of Trustees establishes policies to assure fiscal stability." To

<sup>525</sup> [SBCCD - Moody's Series B Rating Report April, 2013](#)



that question, 56% of employees answered “agree,” while 19% answered “neutral,” and only 6% answered “disagree.”<sup>526</sup> This affirms that the Board of Trustees considers the long-range financial priorities of the College to assure financial stability.

## Actionable Improvement Plan

None

**STANDARD IIID.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## Descriptive Summary

The Board of Trustees and the College have defined guidelines and processes for financial planning and budget development encompassed in the following board and administrative policies, which provide the framework for fiscal planning and budget development:

Board Policy/Administrative Policy 6200	Budget Preparation
Board Policy 6225	Principles of Budget Development
Board Policy/Administrative Policy 6250	Budget Management
Board Policy/Administrative Policy 6300	Fiscal Management
Board Policy 6305	Reserves
Board Policy/Administrative Policy 6400	Financial Audits

All constituencies within the institution have appropriate opportunities to participate in the development of institutional plans and budgets. Each of the constituency groups and their processes related to financial planning and budget development are defined and described as follows:

### *Educational Master Plan*

Santa Barbara City College’s *Educational Master Plan* (EMP) enacts the College’s mission and core principles by placing those statements of values and purpose at the forefront of its planning

<sup>526</sup> [2014 Reflections on SBCC](#) (pages 40-41)

efforts. Specifically, the EMP creates the context and structure through which the College identifies and pursues the strategic directions and goals which advance the mission and which ultimately support teaching, learning, student success, and goal attainment. As a master plan, the vision embodied is forward looking and provides focus for the institution over the next five to seven years as the College engages students in their education.

### ***Program Review***

The College's program review process ensures that instructional, non-instructional, and operational programs are systematically and continuously examined so that transfer, certificate, and degree programs are current and serve the changing needs of the students and the community. The program review is a collaborative goal-setting and assessment process designed to help improve and refine college services. Program review provides a means through which units set goals and objectives that support the College's strategic initiatives. All programs undergo self evaluation as part of the process, resulting in a comprehensive assessment of institutional effectiveness.<sup>527</sup>

Program reviews are updated annually when resources are being requested and serve as a vital component in the planning and budgeting process. Completed reviews are shared with relevant governance groups, the President's Cabinet, the College Planning Council, and made available to the entire college community online.<sup>528</sup> The program review resource requests are ranked by relevant governance groups and presented to the President's Cabinet and CPC, per the program review timeline and budget development timeline.<sup>529</sup> The ranked program review requests are linked to the budget development process, and the approved requests are included in the following year's budget. Program reviews are linked to planning and budgeting, the allocation of resources, and to the *Educational Master Plan*. For a more detailed description of program review, please see the program review section in the Core Planning Structures section of this document.

### ***Program Evaluation Committee***

In fall 2013, the College implemented a Program Evaluation Committee (PEC) which is tasked with reviewing program evaluations and the establishment, modification, or discontinuance of a program.<sup>530</sup> PEC takes into consideration a comprehensive cost-benefit analysis that includes impacts to existing faculty and programs, including resources, space/facilities, and the program's position within the organization; staffing issues (e.g. projected faculty needs, classified support, designation of department chair or program director); identification and designation of minimum qualifications and faculty service area(s) for faculty teaching in proposed program; and program support issues (e.g. articulation, listing of courses in catalog, required student support services, etc.).

<sup>527</sup> [Program Review 2014-15](#)

<sup>528</sup> [Program Review Timeline presented to CPC 09-03-2013 First Reading](#)

<sup>529</sup> [Budget Development Timeline 2014-15](#)

<sup>530</sup> [AP 4021 Establishing Modifying and Discontinuing Programs](#)

### ***College Planning Council***

The College Planning Council (CPC) is the main oversight committee that reviews and consolidates all major plans from all areas of the College, both institutional and financial. As the primary planning committee of the College, CPC has purview over both financial and institutional planning. The purpose of CPC is to participate in the development of the college budget, make recommendations to the Superintendent/President on allocation of college resources, and serve as an advisory group to the Superintendent/President on fiscal planning matters. CPC reviews requests for budget increases and reductions. CPC also reviews and advises on program review reports and recommendations, new programs and service proposals, and all resource allocation matters for recommendation to the Superintendent/President. Further, CPC reviews and advises the Superintendent/President on policy matters requiring broad institutional input prior to recommendation to the Board of Trustees.

### ***Planning and Resources Committee***

The Planning and Resources Committee (P&R), a subcommittee of the Academic Senate, plans major Educational Programs expenditures and provides for faculty involvement in establishing and reviewing academic priorities and the philosophical framework that drives the budget-planning and resource-allocation process. P&R annually reviews Educational Programs' requests that emanate from the assessment of programs in the program review process. The committee makes recommendations about these requests regarding budget priorities and major academic initiatives and also serves as the expert faculty resource committee on academic-related budget issues. The Planning and Resources Committee provided the recommendation to the Academic Senate and subsequently to CPC on the ranking of capital projects.

### ***Board of Trustees***

The Board of Trustees has a Fiscal Subcommittee which has several main purposes: to review and make timely recommendations on fiscal matters affecting the District, including fiscal policy; the development and adoption of the budget, audits, bond measures, fundraising, and other financial issues that may ultimately be presented to the Board of Trustees; to improve efficiency and effectiveness of the decision-making process for the Board of Trustees for all matters related to budget priorities, funding allocations and general financial planning; and to evaluate annual budget compliance, monitor long-range fiscal stability, and work with the District and Foundation to assure transparency of fiscal information to those within the College and in the community at large.

### ***Fiscal Services Department***

The Fiscal Services Department generates and follows a budget timeline, or calendar of events, to help guide the process of budget creation. The College's budget timeline allows the participatory governance bodies to review all funds within the budget in a digestible format, containing financial details that provide a complete and transparent picture of the College's fiscal status throughout the budget year. The budget timeline lists required input from the College Planning

Council, required Board actions, and reporting dates.<sup>531</sup> The budget development timeline is updated annually to ensure improvements are made in the process every year. For the 2013-14 budget, the timeline was lengthened to allow for additional budget presentations to CPC and the Fiscal Subcommittee of the Board. The responsibilities of the College Planning Council, the Fiscal Subcommittee of the Board, and the Board of Trustees are clearly stated in that calendar.

## Self Evaluation

The College meets the standard. The College clearly defines and follows its guidelines and processes for financial planning and budget development through participatory governance. Since the College Planning Council's role is advisory to the Superintendent/President, the College Planning Council remains the principal focus of budgetary decisions at the College, fostering dialog from all constituency groups, and making the key connections between planning and budgets.

The College surveys all employees and Board members every year in the annual *Reflections on SBCC* survey. Within the survey, multiple questions are asked about how the College is performing in the eyes of the employees. The following question was included in the 2014 *Reflections* survey: "Do our planning processes drive budget allocation?" To that question, only 6% answered "no" that the college planning process does not drive budget allocation. The remaining 94% were composed of 49% "yes," 22% "neutral," and 23% "I don't know."<sup>532</sup> This confirms that the college budget development process is followed and all constituencies have appropriate opportunities to participate in the development of budgets. Continued efforts are made on a monthly basis through updated reporting and presentations to the constituency groups to increase transparency of the budget and budget development process, in an effort to see the survey results of the 22% "neutral" responses become "yes" responses.

## Actionable Improvement Plan

None

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<sup>531</sup> [Budget Development Timeline 2014-15](#)

<sup>532</sup> [2014 Reflections on SBCC](#) (page 11)

## STANDARD IIID.2

**To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**STANDARD IIID.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### Descriptive Summary

The College's independent audit reports attest to the fact that the data in the financial information system is accurate and reliable. The independent audit consists of a review and compliance testing of internal controls as well as testing of financial transactions. The independent auditor's opinion provides reasonable assurance that the financial information presented by the College is accurate and can be relied upon by third parties. The District has never received a qualified audit opinion.<sup>533</sup>

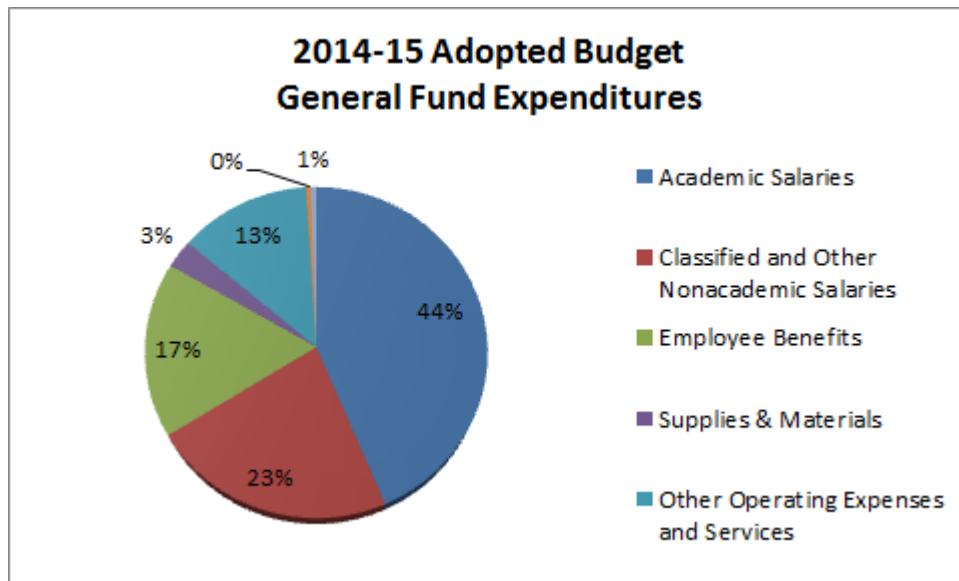
The annual budget reflects the operational cost of meeting the College's strategic directions and goals as delineated in the *Educational Master Plan* in support of student learning programs and services. The budget reflects the availability of state and local funding and includes the cost of activities planned for the year. The budget incorporates projected enrollment, instructional and student support programs, the hiring of new and replacement faculty, negotiated increases in salary schedules, increases for salary step movement, the cost of employee benefits, and all budget requests approved for funding.

The College has a commitment to providing resources which will support the achievement of student learning. The trend analysis of fiscal data reported to the State Chancellor's Office shows that the College has consistently exceeded the compliance level of direct instructional spending requirements.<sup>534</sup> Over the past five years, the College has spent more on instructional salaries than the 50% requirement with 54% of the 2013-14 expenses directly supporting student learning. The remainder of the budget provides for direct and indirect support of student learning programs and services via business services, public relations, and instructional advancement.

<sup>533</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#)

<sup>534</sup> [CCFS-311 Annual 6-30-14](#)

Approximately 84% of the general fund budget in 2014-15 is allocated to the salaries and benefits of both faculty and staff whose primary function is to provide programs and services to students, as is illustrated in the chart below.



### Self Evaluation

The College meets the standard. The College’s financial documents have a high degree of credibility and accuracy reflecting appropriate allocation and use of financial resources to support student learning programs and services. The College has a consistent record of unqualified audit opinions on its financial statements and the quality of its internal controls. The College takes audit findings and auditors’ recommendations very seriously.

### Actionable Improvement Plan

None

**STANDARD IIID.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## Descriptive Summary

To ensure the accuracy and integrity of financial operations, external audits are performed annually and presented to the Board of Trustees. Since the last accreditation process, five audit reports have been presented to the Board: those in 2009, 2010, 2011, 2012, 2013, and 2014.<sup>535, 536, 537, 538, 539, 540</sup>

The College's external auditors express an opinion on the financial statements as well as supplementary information, internal controls, and compliance with federal and state requirements. For the fiscal years that concluded June 30, 2009 to June 30, 2014, the audit reports reflected unqualified opinions, no material weaknesses, and compliance with federal and state requirements. The College has not had adverse financial audit findings. Any audit recommendations were addressed in a timely manner and not carried over to the next year. The College had non-material audit findings related to attendance accounting in 2012-13. The attendance accounting errors resulted in a minor understatement of reported FTES. The College has identified the reason for the understatement and corrected the process to ensure FTES are reported accurately. There were no financial or compliance findings in the 2013-14 fiscal year.

## Self Evaluation

The College meets the standard. The College provided comprehensive and timely responses to external audit findings, which were clearly communicated by the Fiscal Services Department to the appropriate constituencies within the College. The Fiscal Services Department takes the lead in communicating external audit findings through collaboration that assures comprehensiveness and thoroughness. The College has a lengthy history of unqualified audit opinions on its financial statements.

## Actionable Improvement Plan

None

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**STANDARD IIID.2.c. Appropriate financial information is provided throughout the institution in a timely manner.**

<sup>535</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2009](#)

<sup>536</sup> [SBCCD Final Audit Report Fiscal Year Ending June 30, 2010](#)

<sup>537</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2011](#)

<sup>538</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2012](#)

<sup>539</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2013](#)

<sup>540</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#)

## Descriptive Summary

During the development of the College’s annual budget, the budget assumptions, revenues, expenditures, and all relevant information required to build the budget is provided throughout the institution on multiple dates and to multiple constituency groups, as can be seen in the Budget Development Timeline.<sup>541</sup>

After the budget has been adopted, real-time financial reports are prepared showing actual expenditures and revenues compared to both the adopted and adjusted budgets for current or prior years. The Fiscal Services Department makes this type of information readily available in a variety of forms. The primary source of financial information is the Simpler Systems financial reporting system, a web-based system that contains real-time budget and financial information. The financial information in the online system can be viewed at a variety of levels according to need. At a high level, the budget can be rolled up to an “all funds” level. Alternatively, the budget can be viewed at the fund, vice president, dean/manager, grant, or cost center levels. Administrators can drill down to the transaction level to see individual receipt, disbursement, and encumbrance and budget entries. Currently there are approximately 300 active users of this system, including all administrators, managers, supervisors, program coordinators, and academic department chairs. The reporting system displays budgets, actual revenue and expenditures, encumbrances, and remaining budget amounts in a variety of formats and levels according to need. A sample report from Simpler Systems illustrates the type of information available to users.<sup>542</sup>

Fiscal information is available on the college website, under the Fiscal Services Department webpage.<sup>543</sup> Examples of the types of reports that are available include, but are not limited to the following: Annual Audit, Annual Budget, and Quarterly Financial Status. Available information relates to budget, fiscal conditions and financial planning, as well as the mid-year and final budget reports. The mid-year and final budget reports provide a wealth of information about fiscal conditions, budget, and financial planning. These reports are presented to the Board of Trustees, Superintendent/President, Executive Committee, College Planning Council, vice presidents, deans, and other participatory governance groups.

In order to keep the entire campus community informed about the state budget development and the impact on community colleges, it is the practice of the Superintendent/ President and Vice President of Business Services to distribute budget updates campus-wide and to hold open budget forums. The budget forums are structured as presentations with question and answer sessions. A listing of the budget updates and forums from the 2014-15 fiscal year demonstrates the College’s effort to provide budget information to the campus community.<sup>544</sup> Similar financial updates are also provided to the Board of Trustees and Fiscal Subcommittee on a quarterly or annual basis. Those reports are as follows: Quarterly Financial Status Reports, Actual vs. Budget Snapshot reports (also provided on a quarterly basis), annual financial audit reports, budget

<sup>541</sup> [Budget Development Timeline 2014-15](#)

<sup>542</sup> [Sample Simpler Report Accounting Department](#)

<sup>543</sup> [Fiscal Services Department Webpage](#)

<sup>544</sup> [Budget Forum Presentations 2013-14](#)



projection reports, FTES cost per program reports, Center for Lifelong Learning budget reports, governor’s budget updates, and 311 reports (both quarterly and annually). As the Annual Financial and Budget Report (CCFS-311) of a community college district, the 311 reports are the vehicle for summarizing and communicating the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period. The information is as reported by the districts and compiled by the California Community Colleges Chancellor’s Office.

## Self Evaluation

The College meets the standard. The College provides appropriate financial information in a timely manner throughout the institution. The online reporting system provides current financial information to college employees with budgetary responsibility. Over 300 active users can quickly access the budget status of grants, programs, projects, and cost centers under their budgetary responsibility. The system is flexible and provides information from the highest level of summary down to a single transaction.

The College surveys all employees and board members every year in the annual *Reflections on SBCC* survey. Within the survey, multiple questions are asked about how the College is performing in the eyes of the employees. The following question was included in the *Reflections on SBCC 2014* survey: “What is your general level of awareness of SBCC’s planning and budgeting processes?” To that question, 28% of employees answered “very aware,” while 58% answered “somewhat aware,” and only 13% answered “unaware.”<sup>545</sup> Financial information is provided throughout the institution specific to the College’s planning and budgeting process. The survey results conclude that not all employees may seek out the information readily available to them on the college website or provided during public planning and committee meetings, but the majority of employees are at least somewhat aware of the planning and budgeting process.

## Actionable Improvement Plan

None

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**STANDARD IIID.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of funding source.**

<sup>545</sup> [2014 Reflections on SBCC](#) (page 6)

## Descriptive Summary

Through its integrated processes, the district identifies projects and sources of funding that are consistent with the District's mission statement, institutional priorities, College initiatives and plans, and intended purpose of the funding source.

### *Debt*

Other financial resources available include funds from one capital outlay bond, approved by voters in 2008 for capital improvements. The value of the bond is \$77.2 million. The bond measure mandate a citizens' oversight committee, which is responsible for reviewing the annual audit of bond expenditures. The Measure V Bond oversight committee, a seven-member group, meets three times a year, reviews expenditures, informs the public of the bond programs status, and provides an annual report to the Board of Trustees. The bond measure has its own external audit process. The external auditors perform both financial and compliance audits on the bonds and present those audits both to the oversight committee and to the Board of Trustees.<sup>546</sup>

Additionally, the College has three loans from the California Energy Commission and Southern California Edison related to energy efficiency projects, as described in detail in Standard IIID.3.e.

### *Fundraising*

The Foundation for SBCC works with the College President in an effort to develop resources that will support the College's mission and institutional priorities. The Foundation seeks funding for scholarships and for enhancing programs. During the year ending June 30, 2014, the Foundation provided \$2,393,949 to the College to support student learning and academic programs. The Foundation also distributed \$1,276,497 to students for scholarships and awards. It operates as a separate and independent 401(c)3 entity and is responsible for its own annual independent audit.<sup>547</sup>

### *Auxiliary*

The auxiliary activities include the following entities: community services (also known as the Center for Lifelong Learning), bookstore, food services, and child development center. All of these entities are managed by the district and audited by the District's external auditors. The Fiscal Services Department provides oversight and completes audits to ensure funds are used with integrity in a manner consistent with the intended purpose of funding for the auxiliaries. Food service works closely with the College's School of Culinary Arts and other college departments to provide not only financial support but also administrative assistance with running food service related programs. The bookstore works closely with the College to make sure student concerns are addressed, as well as annually provides additional funds to student affairs, co-curricular activities, school relations, internships, and various book grants.

<sup>546</sup> [SBCCD Measure V Bond Construction Fund Final FS Year ending 6-30-14](#)

<sup>547</sup> [SBCCD Notes to FS Foundation Audit Report Fiscal Year Ended June 30, 2014](#)

### Grants

Review of the district grants are also included in the District’s external audit. In addition, the College’s two federal grants have external evaluators who come in annually to review records, interview parties involved with the grant, and then provide a report on the grants. All reports have been favorable. Grants are only pursued if they are aligned with the purpose and mission of the College and if the grant advances strategic directions and strategic goals as set forth in the *Educational Master Plan*. The College’s largest categorical funds, duration dates, and the California Chancellor’s Office project monitors are as follows:

Grant Title	Dollar Amount	Grant Duration	Project Monitor
STEM	\$4,029,749	10/1/11 - 9/30/16	Peter Fusscas
Title V	\$3,059,527	10/1/10 - 9/30/15	Njeri Clark
SSSP Credit	\$2,055,265	7/1/14 - 6/30/15	Debra Sheldon
Student Equity	\$806,876	7/1/14 - 9/30/15	Debra Sheldon
Perkins - IC	\$517,618	7/1/14 - 6/30/15	Katie Faires

### Self Evaluation

The College meets the standard. The College ensures financial resources are used with integrity in a manner consistent with the intended purpose of funding source by managing bond funds wisely with significant oversight, funding energy efficiency projects from the related loans, by working with the auxiliaries to ensure that services meet the needs of the students and staff in a cost-effective manner, and by ensuring that grant applications are consistent with the *Educational Master Plan*. The College’s annual audits consist of all funds including grants, contracts, and auxiliaries. These audits, along with the Fiscal Services Department’s oversight, ensure that the College uses these resources with integrity and in a manner consistent with the college mission. The College applies for and uses external funding consistent with the intended purpose of the funding source.

### Actionable Improvement Plan

None

**STANDARD IIID.2.e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

STANDARD III

## Descriptive Summary

The College uses the annual independent audit reports, other external audits and reviews, and internal business process analysis to assess the effectiveness of its financial management systems. While service to internal and external customers is a priority, safeguards against fraud and abuse are upheld. Internal requirements for processing transactions are streamlined whenever such changes do not reduce important internal controls.

The Fiscal Services Department responds to audit recommendations in a timely manner. Recommendations are implemented as soon as practical. Additionally, the Fiscal Services Department does its own self evaluation following the annual independent audit. This self evaluation includes critique of accounting processes and identification of ways to strengthen internal controls and adherence to professional accounting standards. For example, in 2013-14, enhanced internal control procedures related to cash handling and district credit card usage were documented and implemented.<sup>548</sup> The Fiscal Services Office continues to review internal control practices and procedures as a part of its ongoing operations.

The Fiscal Services Department has established specific internal controls using the College's enterprise resource system, Banner, by establishing user roles that create proper segregation of duties across the College. The Fiscal Services Department has enough employees to maintain segregation of duties across all payroll, accounting, and student finance tasks. There are multiple tasks, such as accounts payable check run processing and monthly payroll processing, that undergo sample audits. The sample audits serve as forms of internal control and occasionally result in an assessment used for improvement of processes.

## Self Evaluation

The College meets the standard. The College's internal control systems are evaluated and assessed for validity and effectiveness. Business procedures and processes are regularly evaluated through external auditing and internal examination. All recommendations are addressed and implemented in a timely manner.

In October 2014, the College underwent a stringent external audit specific to internal controls as a requirement to obtain fiscal independence status from the County of Santa Barbara, which was granted and went into effect July 1, 2015.<sup>549</sup> The audit did not result in any findings related to process improvements. The act of becoming fiscally independent has and will continue to result in many process improvements in multiple areas, mostly in payroll. An example of some process improvements made possible have to do with implementing Banner for in-house payroll, which allows the College to link payroll with accounting and with human resources all within Banner, creating more electronic processes and fewer manual administrative tasks. Additional process improvement opportunities will arise due to becoming fiscally independent from the County of Santa Barbara.

<sup>548</sup> [Cash Handling Procedure](#)

<sup>549</sup> [Internal Control Audit Agreed Upon Procedures](#)

## Actionable Improvement Plan

None

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### STANDARD IIID.3

**The institution has policies and procedures to ensure sound financial practices and financial stability.**

**STANDARD IIID.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

#### Descriptive Summary

The Board of Trustees of the Santa Barbara Community College District set forth the following principles governing the establishment and maintenance of a reserve fund, which provides a resource for contingencies and reasonable yet unforeseen operational needs, in Board Policy 6305.<sup>550</sup> Reserve fund principles are built upon the expectation that (1) the College’s annual budget is reflective of a sound and reasonable estimate of actual revenues and expenditures; (2) any significant increase or decrease in reserves will be purposeful, deliberate, and transparent; (3) transfers in and out will be transparent; and (4) all elements of the reserve will support and advance the mission of the College.

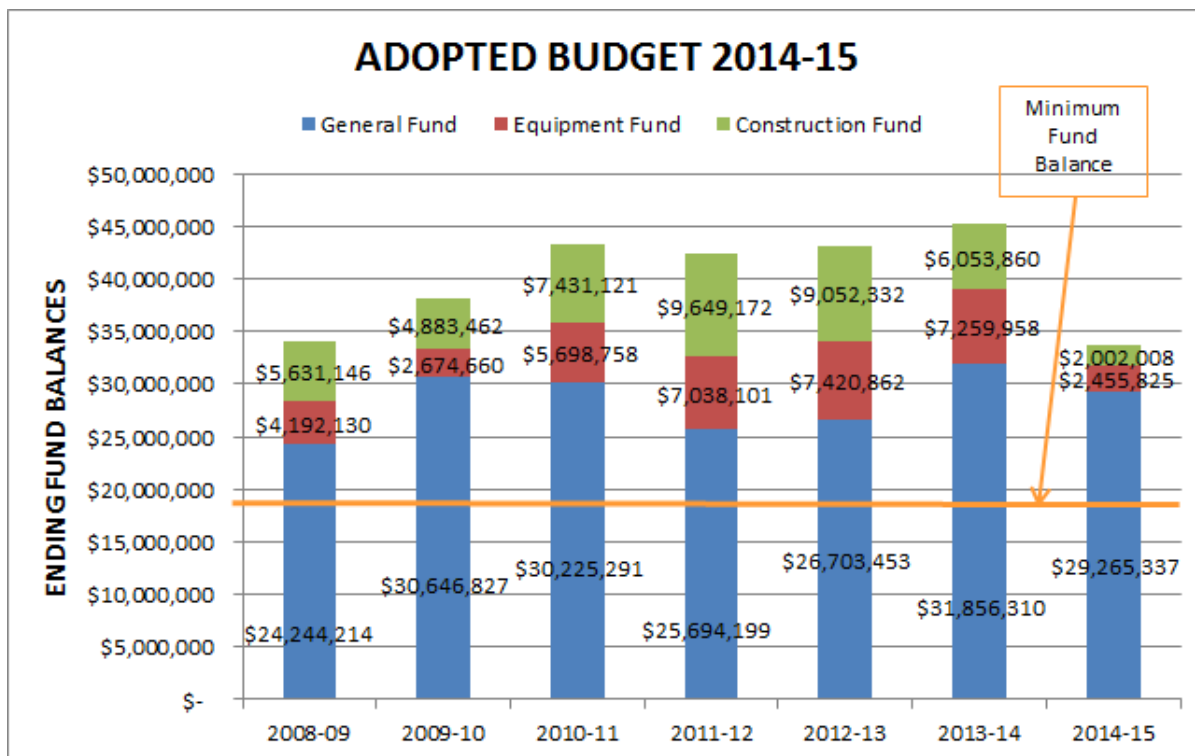
Per the Board Policy, the reserve includes a minimum 5% of annual projected unrestricted general fund expenditures as required by the California Community College Chancellor’s Office. In addition to this minimum requirement, the reserve includes funds to cover all obligations to pay instructors for units taught but not paid out when taught (referred to as “banked TLU’s” or “teacher load units” at the College), plus funds equivalent to deferrals of revenues not received from the state’s general apportionment funding in the year revenues were earned, or 15% of annual projected unrestricted general fund expenditures, whichever is greater. This leads to a policy that yields a total reserve of approximately 21% of annual projected unrestricted general fund expenditures. In addition to the unrestricted general fund reserve, the College maintains two specific reserves: facility and infrastructure maintenance and capital equipment.

Ending fund balances have exceeded Board Policy by approximately \$7 to \$13 million over the last 5 years. The College consistently maintains sufficient annual cash flow in order to meet its

<sup>550</sup> [BP 6305 Reserves](#)

obligations as they come due. Because of conservative management of the district funds, state shortfalls and deferrals have not been problematic for cash flow. The college budget development process has provided stability and sufficient cash flow to eliminate any need to borrow funds.<sup>551</sup>

The chart below shows the College’s ending fund balances in the Unrestricted General Fund, Construction Projects Fund, and Equipment Replacement Fund per the 2014-15 Adopted Budget:



Provision of insurance is another area that requires regular review. The College participates in a joint venture under a joint powers agreement (“JPA”) with the Alliance of Schools for Cooperative Insurance Programs (“ASCIP”) for property and liability coverage. ASCIP in turn participates in Schools Excess Liability Fund (“SELF”) for umbrella coverage. The coverage is as follows:

**Table IIID.3 Property and Liability Coverage**

Entity	Coverage per Occurrence	Coverage
College	\$25,000	Self-insured retention per occurrence
ASCIP	\$5,000,000	Excess of \$25,000 SIR
SELF	\$20,000,000	Excess of \$5,000,000

The College maintains an insurance fund, which has a sufficient balance to cover exposure to claims within the self-insured retention. Risk reduction programs are also paid from the insurance fund.

Based upon the property and liability claims experience of 11 claims in 2011, 9 claims in 2012, and 6 claims in 2013, reserves are adequate to cover expected losses.

<sup>551</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#)

In addition, the College participates in a joint venture under a joint powers agreement (“JPA”) with the Southern California Community College Districts’ Joint Powers Agency (“SCCCD JPA”) and Protected Insurance Programs for Schools (“PIPS”) for workers’ compensation coverage. This is a fully funded program with first dollar coverage and therefore no retained liability to the College. From 1979 to 1996, the College was self-insured in the SCCCJPA, a banking JPA. The 2013 actuarial review of the members showed there were no unpaid losses, reserve demand, or incurred but unreported losses as of June 30, 2013. Additionally, all claims made during this time period were closed.

## Self Evaluation

The College has sufficient cash flow and reserves to maintain stability, implements strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences. Cash reserves have been adequately managed and no problems, such as not having enough cash on hand to meet current obligations, exist with cash flow. The reserve balances of the College have been well above the policy for the last seven years and beyond.

The College achieves stability through its budgetary development processes, has adopted annual balanced budget practices for conservative revenue projections, maintains adequate fund balance reserves, plans for cash flow needs, and utilizes memberships to Joint Powers Agencies to ensure proper risk management and asset protection.

## Actionable Improvement Plan

None

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**STANDARD IIID.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

## Descriptive Summary

The Board of Trustees has developed policies and procedures to be followed by the District related to budget preparation, budget management, and fiscal management. There are accompanying administrative policies and procedures which outline sound financial practices to be followed by the College. These policies are reviewed and revised on a regular basis. Relevant board policies and associated administrative policies are listed in the table below.<sup>552</sup>

<sup>552</sup> [BP 6225 Principles of Budget Development](#)

Board Policy/Administrative Policy 6200	Budget Preparation
Board Policy 6225	Principles of Budget Development
Board Policy/Administrative Policy 6250	Budget Management
Board Policy/Administrative Policy 6300	Fiscal Management
Board Policy 6305	Reserves
Board Policy/Administrative Policy 6400	Financial Audits

The College’s external auditors perform financial and compliance examination, as directed by the Contracted District Audit Manual for the California Community College System Office, for all of the College’s funds, including the unrestricted and restricted general fund, auxiliaries, categoricals, grants, financial aid, and capital outlay bond Measure V. For the year ending June 30, 2014, sixteen state compliance requirements were tested and the College was found in compliance as reported on pages 64-69 of the June 30, 2014 audit report.<sup>553</sup> The independent auditors also report on internal control over financial reporting and on compliance and other matters in accordance with government auditing standards issued by the Comptroller General of the United States. No material weaknesses in internal control were reported for the fiscal year ending June 30, 2014 as stated on pages 60-61 of the audit report.<sup>554</sup> The audit reports on federal and state award have been unqualified and no material weaknesses in internal control have been reported. A schedule of audit findings and questioned costs summarizes these findings.

The College continues its checks and balances through the enterprise resource system, called Banner, aiding in the administration and reconciliation management of its financial aid and scholarship responsibilities, distributing over \$33 million in 2013-14 to the student population. A total of 11,084 students received PELL and Direct Loans, making up most of the disbursements of these funds. All financial aid fund accounts are reviewed on an annual basis, strictly monitored, and administered to ensure regulatory compliance with federal and state law. In addition, auxiliary organizations and externally-funded programs are also regularly monitored to ensure integrity and equity to co-curricular activities.<sup>555</sup>

Categorically funded programs from the state may perform administrative program reviews. These reviews cover programmatic issues as well as financial integrity. Program reviews have been conducted for the CalGrant program, CalSOAP program, Matriculation, Disabled Student Programs and Services, and Extended Opportunities Programs and Services/CARE. Additionally, reports are submitted annually to the California Community Colleges Chancellor’s Office to document how the programs are managed.<sup>556</sup> A schedule of external audits and reviews lists these

<sup>553</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#) (pages 64-69)

<sup>554</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#) (pages 60-61)

<sup>555</sup> [SBCC Quarterly Financial Status Report Fiscal Year Ending June 30, 2014](#)

<sup>556</sup> [Grant Report Example](#)



examinations and findings. The California Student Aid Commission completes periodic program compliance reviews of the Cal Grant program. The last one completed for the college was completed as of December 10, 2008.

On June 3, 2008, Measure V, the Santa Barbara City College Improvement Measure, was approved by the voters. Measure V provided a \$77.2 million bond for facility renovation. In 2008, the College assumed \$47 million for long-range capital construction projects, as detailed in the Bond Construction Fund Analysis as of June 2011. The College assumed a second draw on the bond for \$15 million in 2013. Along with the independent bond oversight committee, the College retains an independent auditor to conduct a performance and financial audit to ensure that the funds are properly spent.<sup>557</sup>

### Self Evaluation

The College performs effective oversight of finances, management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets, and is subject to the same policies and procedures that govern all financial activity of the College. These programs are examined by the College's independent auditors every year. External auditors have issued unqualified opinions on the financial statements and have found no material weaknesses in internal control.<sup>558</sup>

### Actionable Improvement Plan

None

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**STANDARD IIID.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

### Descriptive Summary

The College provides post-employment healthcare benefits under a retirement incentive plan, the Early Retiree Health Benefit Plan. The plan is a single-employer defined benefit plan and is administered by the College. The plan does not issue a stand-alone financial report. Under terms of the current agreement, the plan is available to all regular salaried academic and classified employees age 55 or older who work 15 years in the District. Retirees receive benefits until age

<sup>557</sup> [SBCCD Measure V Bond Construction Fund Final FS Year ending 6-30-14](#)

<sup>558</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#)

65. After age 65, retirees may continue insurance coverage through the College on a self-pay basis. The health benefit contribution requirements of the District are established by the District and the District's bargaining units. For the fiscal year ending June 30, 2014, the District contributed \$154,084, all of which was used for current premiums. Contributions ranged from \$416 to \$607 per month for 30 retirees. The maximum contribution per year is \$5,755 for an individual participant.<sup>559</sup>

As required by Governmental Accounting Standards Board (GASB) Statement No. 45 *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, an actuary must determine the District's Annual Required Contributions (ARC) at least once every two fiscal years. The ARC is calculated in accordance with certain parameters, and includes (1) the normal cost of one year, and (2) a component for amortization of the total unfunded actuarial accrued liability (UAL) over a period not to exceed 30 years.

GASB Statement No. 45 does not require pre-funding of OPEB benefits; therefore, the District's funding policy is to continue to pay health care premiums for retirees as they fall due. The District has elected not to establish an irrevocable trust at this time.

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed 30 years.<sup>560</sup>

The College has a policy to limit the amount of vacation and compensatory time carryover to limit the College's compensated absence liability. Vacation accrual is capped at 24 months. Compensated time off is paid out within 12 months of occurrence if not taken.<sup>561</sup>

Teacher load units are a recorded short and long-term liability for which the College plans and allocates sufficient resources within the general fund reserves. Teacher load units accumulate according to the terms of the teacher's contract and will be liquidated in future years as employees elect to use them. Accumulated teacher load units may be used to augment a teaching load up to the standard requirement or to augment sabbatical leave so that an instructor may receive full pay while on sabbatical. Accumulated teacher load units may be paid out in cash upon termination of employment. The college liability recorded of teacher load units was \$1,314,979, as of June 30, 2014.<sup>562</sup>

### Self Evaluation

The College meets the standard. The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, teacher load units, and other employee-related obligations. The

<sup>559</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#) (page 32)

<sup>560</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#)

<sup>561</sup> [Payroll website](#) (Vacation Section)

<sup>562</sup> [SBCCD Final Audit Report Fiscal Year Ended June 30, 2014](#) (pages 27 and 32)

annual budget process is where fixed costs and the payment of liabilities and future obligations are first considered, addressed, and funding is allocated if necessary. There are sufficient reserves to handle the payment of liabilities and future obligations.

### Actionable Improvement Plan

None

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**STANDARD IIID.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

### Descriptive Summary

The College has an actuarial study prepared every two years as required by GASB 45. The last report was prepared by Total Compensation Systems, Inc., in October 2014.<sup>563</sup> The study recommendations are reviewed and implemented at the College.

### Self Evaluation

The College meets the standard. The College's OPEB actuarial study is prepared every two years as required by GASB 45.

### Actionable Improvement Plan

None

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**STANDARD IIID.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### Descriptive Summary

The College has three areas of debt: (1) the General Obligation bond from Measure V of \$62 million, with an outstanding bond principal balance as of June 30, 2014 of \$59 million; (2) two

<sup>563</sup> [SBCCD Final Actuarial Report Retiree Health Liabilities September, 2014](#)

loans from the California Energy Commission, both paid from the construction fund for the photovoltaic system of \$1,950,000 with an outstanding principal balance as of June 30, 2014 of \$1,570,294 and a lighting program of \$750,000 with an outstanding principal balance as of June 30, 2014 of \$662,772; and (3) a 0% interest loan from Southern California Edison paid through on-bill financing of \$333,000 with an outstanding principal balance as of June 30, 2014 of \$318,487.

## Self Evaluation

The College assesses and allocates resources for the repayment of debts during the annual budget process and as new debt instruments become available. The locally incurred debt repayment schedule does not have an adverse impact on institutional financial stability.

## Actionable Improvement Plan

None

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### **STANDARD IIID.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

## Descriptive Summary

The College participates in the Federal Direct Student Loan Program. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants before loans can be considered. As part of its default management program, the Financial Aid Office only considers students eligible for federal student loans who are making Financial Aid Satisfactory Academic Progress.

All first-time loan borrowers who request a federal student loan must first complete the online Federal Direct Student Loan entrance counseling. This online counseling provides information about a student's responsibility for repayment and interest rates. The Financial Aid Office has linked this information for students on the district website for easy access. The Financial Aid Office also communicates the necessity of this by posting a requirement online that students view from their student portal.

The Financial Aid Department processed over \$14 million in loans in 2013-14. The default rate released in September 2014 was 17% for the 2011 three-year cohort, 23% for the 2010 three-year cohort, and 21% for the 2009 three-year cohort. (The three-year cohort default rate is the percentage of a school's borrowers who enter repayment on federal student loans during the stated federal fiscal year and default within three years after entering repayment. These default rates fell well below the federal guideline of 30%. The loan program, along with all other aspects

of financial aid administration, is reviewed on an annual basis by college auditors to ensure compliance with federal regulations. Recent audits have revealed no irregularities.

The Financial Aid Department follows entrance counseling requirements and has students meet with a financial advisor every year, starting prior to taking out a loan. The Financial Aid Department meets with approximately 2,300 students a year. In 2013, the College purchased a product with American Student Assistance. American Student Assistance uses the federal National Student Loan Data System and United States Department of Education websites to review student borrowers, identify students entering or in repayment and those in delinquent status, and contacts them to provide information on resources to assist them in maintaining Federal Title 4 eligibility while successfully managing their loan repayment obligation. This company monitors the delinquent loans and contacts students to remind them to pay their loan payments, reminds them payments are due, presents different payment options, and assists in answering loan questions.

Also in 2013, the College partnered with American Student Assistance, a non profit organization to offer a no-cost benefit to students called SALT. SALT is a financial guidance product that can help students navigate the often rough waters of money management, student loans, and assist in making wiser financial decisions for the future. Activating a SALT membership gives students access to interactive money management tools, a personal dashboard that tracks all of the student's federal loans in one place, loan advice from SALT counselors, and "My Money 101" – a self-paced, online resource that teaches practical money management, along with providing access to thousands of job and internship listings. These new products, partnerships, and counseling efforts have proven to reduce default rates.

### **Self Evaluation**

The College meets the standard. The College monitors and manages student loan defaults as well as the revenue streams and assets. By educating students about their loans and financial management, default rates have declined from 23% for the 2010 three-year cohort to 17% for the 2011 three-year cohort and are expected to continue declining in the coming years. The loan program and other programs administered through the Financial Aid Office have been found through annual audit procedures to be compliant with federal requirements.

### **Actionable Improvement Plan**

None

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**STANDARD IIID.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

## Descriptive Summary

The College enters into a variety of contracts to further its institutional mission and goals. The majority of contractual expenditures are for construction and renovation of campus facilities, along with consultants. Contracts for information technology, for example, software and maintenance, support both student learning systems and administrative needs. Contracts in support of the College's educational programs are directly related to student services.

All contracts are approved by the Board of Trustees and undergo careful review before acceptance. Each contract is listed on the Board of Trustee meeting agenda and the contract in full is included as an attachment to the agenda. Contracts that are subject to California bid law undergo more scrutiny in accord with the board-approved policy.<sup>564</sup> California public contract law requires formal bidding and advertising for public projects or purchases, services and repairs equal to or exceeding \$15,000 for public projects, and \$84,100 for purchases, services, and repairs. Contracts are awarded to the lowest responsible bidder who meets the published specifications and provides security as required.

Contracts can be changed or terminated. For construction contracts, change orders are issued when unanticipated changing conditions are encountered. Such change orders are reviewed by the Facilities Subcommittee of the Board of Trustees and approved by the Board of Trustees. Construction contracts contain clauses that allow the College to retain 10% of the contracted amount until the project is complete. Contracts contain clauses that allow for termination of the contractual relationship for convenience or cause.<sup>565, 566, 567</sup> Invoking the termination clause is infrequent, but does occasionally occur.

## Self Evaluation

The College's contractual agreements are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

## Actionable Improvement Plan

None

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<sup>564</sup> [BP 6305 Reserves](#)

<sup>565</sup> [Bid #709 board agenda](#)

<sup>566</sup> [Bid #709](#)

<sup>567</sup> [Bid #695](#)

**STANDARD IIID.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

## **Descriptive Summary**

The College uses the annual independent audit reports, other external audits and reviews, and internal business process analysis to assess the effectiveness of its financial management systems. While service to internal and external customers is a priority, safeguards against fraud and abuse are upheld. Internal requirements for processing transactions are streamlined whenever such changes do not reduce important internal controls.

The Fiscal Services Department responds to audit recommendations in a timely manner. Recommendations are implemented as soon as practical. See Standard IIID.2.a for a description of the College's prompt response to audit findings. Additionally, the Fiscal Services Department does its own self evaluation following the annual independent audit. This self evaluation includes critique of accounting processes and identification of ways to strengthen internal controls and adherence to professional accounting standards.

Program reviews are completed annually for the Fiscal Services Department, which includes payroll, accounting, and student finance. Within the program reviews, prior year accomplishments are documented, upcoming year goals for the department are created, and staffing needs, equipment needs, and consulting needs are requested. Financial management practices are improved upon when requests for items such as new software or equipment that make processes more efficient are approved in the upcoming budget cycle.

As a part of becoming fiscally independent from the County of Santa Barbara as of July 1, 2015, the College underwent an internal control audit in 2014.<sup>568</sup> Along with the audit, the fiscal services department completed a thorough review of internal controls to ensure they would be sufficient upon transitioning away from the County platform.

Once a year, the Office of Institutional Assessment, Research, and Planning sends a survey to all college employees called *Reflections on SBCC*. Within the survey there are questions asking if the college planning processes drive budget allocation, and about employees' general level of awareness of the college planning and budgeting processes. The responses to the survey questions are used to assess the college financial management processes and make improvements based upon the specific written feedback provided by employees.

## **Self Evaluation**

The College evaluates its financial management practices through external auditing and internal examination. When issues are identified, recommendations are addressed and implemented in a

<sup>568</sup> [Internal Control Audit Agreed Upon Procedures](#)

timely manner. Throughout 2014 and 2015, the fiscal services department reorganized the workload and structure of the department to enhance internal controls and comply with requirements to become fiscally independent from the county. The *Reflections on SBCC* survey results provided by some employees suggested that more transparency of the budget be provided, which the Fiscal Services Department has taken great strides to improve upon by supplying the College with new and improved reports and presentations that are found on the college website and presented at the Board’s Fiscal Subcommittee, CPC, and regular board meetings.

### **Actionable Improvement Plan**

None

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## **STANDARD IIID.4**

**Financial resources planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

### **Descriptive Summary**

Both instructional and administrative departments participate in the program review process. Instructional departments are on a three-year cycle for the full program review (but annual for resource requests), and administrative departments complete their complete program reviews annually. During program review, each department makes a thorough assessment of all aspects of its program and services, including progress toward Student Learning Outcomes or service outcomes and resource needs. Instructional departments are also provided an opportunity, in the years that they are not scheduled to go through the full program review process, to request additional resources as part of the annual program review cycle. All program review resource requests are evaluated and ranked by appropriate campus committees, subcommittees, and governance groups. These committees make their recommendations to the College Planning Council (CPC). CPC is responsible for developing, overseeing, and integrating budget development and other fiscal matters with institutional planning. CPC relies on the recommendations of the campus committees, as well as their own evaluations, to make final decisions on resource allocations.

After the completion of the program review process, each department’s program review is analyzed by the Program Evaluation Committee (PEC) in order to assess the use of the College’s



financial resources. As discussed in Standard IIID.1.d, PEC takes into consideration a comprehensive cost-benefit analysis that includes impacts to existing faculty and programs, including resources, space/facilities, and the program’s position within the organization; staffing issues (e.g. projected faculty needs, classified support, designation of department chair or program director); identification and designation of minimum qualifications and faculty service area(s) for faculty teaching in proposed program; and program support issues (e.g. articulation, listing of courses in catalog, required student support services, etc.).

### **Self Evaluation**

The College’s financial resource planning is integrated with institutional planning through budget development and program review processes. Through this process, Student Learning Outcomes or service outcomes are incorporated into the program review process and become one of the factors in planning and budget allocation. The Program Evaluation Committee’s analysis of program review ensures that each department’s use of the College’s financial resources is regularly and systematically assessed.

### **Actionable Improvement Plan**

None

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# Standard IV

## LEADERSHIP AND GOVERNANCE



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# Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

## Standard IVA: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

### STANDARD IVA.1

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### Descriptive Summary

There are two aspects of Santa Barbara City College's culture that speak to this particular standard. First, a distributed structure characterizes the leadership of the College and, as a consequence, leaders come from across the institution. This leadership structure is central to creating an environment of empowerment, innovation, and excellence. Distributed leadership is embed-

ded within the College’s positional leadership structure which in turn seeds participatory governance processes as well as a culture of initiative-taking. Secondly, empowerment, innovation, and excellence are fueled at the College by a common and focused purpose. This purpose is articulated in the first sentence of the College’s mission statement: *dedicated to the success of each student*. Together, broad-based leadership and clarity of purpose undergird the drive for excellence and innovation across the College’s student learning programs and services.

### ***Distributed Leadership***

Distributed leadership is derived from a decentralized institutional structure as delineated below:

#### ***Faculty***

In many ways, Santa Barbara City College’s instructional and student services departments are similar to the academic divisions known as “schools of . . .” or “colleges of . . .” typically found at four-year universities. The College’s departmental structure is organizationally strong and clear. Further, the faculty chairs of these departments represent a cadre of institutional leaders who are front-and-center with students and the core processes of teaching, learning, and student support.

#### ***Academic Administration***

The College’s academic administrative structure is composed of six Deans of Educational Programs, one Associate Dean of Educational Programs, and an Executive Vice President of Educational Programs. Notable is the melding of academic affairs and student services into one singular unit, Educational Programs. This structure advances clarity of focus and purpose and provides programmatic integration, collaboration, and coordination.

#### ***Managers and Supervisors***

Managers and supervisors form a cohesive constituent group within the College’s distributed leadership structure. Their focus is both programmatic as well as institution wide given the scope of their responsibilities and roles across all sectors within the College. This cohesion and commonality of purpose are evidenced by the Advancing Leadership Committee which is the leadership body jointly led by members of the Supervisors’ Association (representing the voice of supervisors) and the Leadership Coalition (representing the voice of managers).

#### ***Classified Staff***

Classified staff leadership is embodied in the Classified Consultation Group, a subgroup of the California School Employees Association (CSEA). The Classified Consultation Group is the leadership and consultative body that represents the SBCC classified staff on governance issues.

#### ***Students***

The Associated Student Government (commonly known as the Student Senate) is the leadership and consultative body that represents SBCC students on governance issues. As the official voice

of the student body, the Associated Student Government weighs in on issues that have a significant impact on students and ensures effective student representation in the SBCC participatory governance process.

### ***Contributions to Improvement and Excellence***

Collectively, faculty, staff, administrators, and students work toward a common purpose through the College's institutionalized and well-defined governance processes and structures. These processes and structures serve as a catalyst for discussion, input, reworking of ideas, and planning to inform the respective areas responsible for implementation. These governance processes and structures are described in the College's *Resource Guide to Governance and Decision-Making* and discussed in detail in Standard IVA.2.a and in Standard IVA.2.b.<sup>569</sup>

As well, the College's leadership structures and governance processes empower staff, faculty, administrators, and students to take initiative in institutional improvement. This is evident in the work and actions of the College Planning Council (CPC), the College's highest-level, constituent-based governance body. CPC has taken responsibility for improvements in such practices and programs as program review, resource allocation processes, and alignment of planning processes, as well as in major projects geared toward institutional improvement including mission statement revision, development of the college's *Educational Master Plan*, and facilities and land use master planning.

### ***Aspen Prize***

Collectively, the distributed nature of leadership within the faculty, academic administrators, managers and supervisors, classified staff, and students promotes inclusivity in strengthening and improving the institution. One of the most significant pieces of evidence of this synergy is Santa Barbara City College's repeated recognition by the Aspen Institute's College Excellence Program.<sup>570</sup> The Aspen Institute is an educational and policy studies organization. In 2011, the Aspen Institute initiated the College Excellence Program. As described on its website, "The \$1 million Aspen Prize for Community College Excellence, awarded every two years, is the nation's signature recognition of high achievement and performance among America's community colleges and recognizes institutions for exceptional student outcomes in four areas: student learning, certificate and degree completion, employment and earnings, and high levels of access and success for minority and low-income students."

In 2011, Santa Barbara City College was among the top ten finalists for the prize (and the only California Community College to be included at that level). In 2013, Santa Barbara City College was selected co-winner of the Aspen Prize for Community College Excellence, and once again, the only California Community College in the top ten. In the 2015 selection process, Santa Barbara City College was identified by the Aspen Institute for the third consecutive time as a high achieving institution but was deemed ineligible to qualify for the 2015 award because the

<sup>569</sup> [Resource Guide to Governance and Decision-Making](#)

<sup>570</sup> [The Aspen Institute College Excellence Program](#)

College received the award in 2013. This is documented by the following statement that is included on the Aspen Institute’s webpage: “While the performance of Santa Barbara City College would otherwise qualify it for Prize eligibility, as the 2013 co-winner, Santa Barbara is ineligible for the 2015 award.”

Additionally, it is noteworthy to highlight a few of the attributes the Aspen Institute looks for in the selection process, as excerpted from its website:<sup>571</sup>

*We recognize that there are many community colleges around the country that are employing innovative strategies and achieving excellent results for their students. The bar for the Aspen Prize is intentionally set high in order to identify those institutions that have demonstrated exceptional levels of student success.*  
[emphasis added]

*In a comprehensive review of the publicly available data, these 150 two-year institutions—from 37 states—have demonstrated strong outcomes considering three areas of student success [emphasis added]:*

- *student success in persistence, completion, and transfer;*
- *consistent improvement in outcomes over time;*
- *and equity in outcomes for students of all racial/ethnic and socioeconomic backgrounds.*

The repeated Aspen recognition speaks to the College’s clarity of purpose and cultivation of innovation, excellence, and empowerment across the institution’s broad-based leadership.

### ***Express to Success***

In addition to institutional recognition, many of the College’s initiatives and programs have been honored by national and state organizations, including the California Community Colleges Chancellor’s Office. These honors are based upon program effectiveness and student success. One of many examples is the College’s Express to Success program being nationally recognized by Excelencia in Education as winner of the 2014 Examples of Excelencia award for community colleges for increasing higher education achievement for Latino students.

### ***Other Notable Programs***

In addition to institutional and program effectiveness, specific areas of note demonstrate the College’s culture of excellence and innovation including:

- A strong general education and major preparation curricula that annually leads to approximately 1400 transfers, 1800 degrees, and 1100 certificates awarded.
- A strong set of transfer support programs (including Transfer Center, Transfer Academy, Transfer Achievement Program, STEM Transfer Program, and the like) that contribute to

<sup>571</sup> [The Aspen Institute website](#)



SBCC being ranked 5th out of 112 community colleges in the state in transferring students to the University of California system.<sup>572, 573, 574, 575</sup>

- Signature career and technical education programs aligned with business/industry needs including nursing, fully online health information technology and cancer information management, marine diving technology, culinary arts, environmental horticulture, multi-media arts, film and television production, and other relevant programs.
- A multi-faceted noncredit program which provides college and career readiness courses, including ESL, citizenship programs, adult high school diploma program, GED, and short-term vocational programs.<sup>576</sup>
- Centers of excellence, such as the Scheinfeld Center for Entrepreneurship and Innovation, and robust co-curricular experiences such as scholarly research, academic competitions, and industry-based practicums, all of which link theory with practice and provide students expanded opportunities to pursue their educational interests.

Such institutional innovation and excellence are fueled by a campus culture which strives to continuously improve the College's programs and services toward the goal of pushing the student success bar ever higher. The bedrock of innovation and institutional excellence is composed of empowerment, transparency, and a genuine regard for the College's participatory governance structure

## Self Evaluation

The College meets the standard. Santa Barbara City College has an institutionalized governance and leadership structure that encourages participation and collegial consultation across all areas of the College. Leadership transcends traditional top down decision-making through a process of interconnected participatory governance that encourages engagement, innovation, and institutional excellence. All segments of the campus community have a voice and conduit to freely express and exchange ideas for the benefit of the College and the students.

The sanction of warning issued in March 2012 by ACCJC expressed concern relative to this standard. As detailed in the two follow-up reports provided to ACCJC in March 2013 and March 2014, these concerns have been addressed through Board education, training, and development.<sup>577, 578</sup> The Board is both sensitive to and aware of the scope of its authority and the roles of the institution's governance groups, particularly as they relate to empowerment and participatory governance processes. Specific board training was conducted in January 2013 and

<sup>572</sup> [Transfer Center website](#)

<sup>573</sup> [Transfer Academy website](#)

<sup>574</sup> [Transfer Achievement Program website](#)

<sup>575</sup> [STEM Transfer Program website](#)

<sup>576</sup> [Noncredit Educational Programs website](#)

<sup>577</sup> [SBCC Special Report March 2013](#)

<sup>578</sup> [ACCJC Follow-Up Report March 2014](#)

August 2013 on the topics of the Board’s role as a policy-making body, effective Board leadership and governance practices, and Board expectations as set forth in Standard IV of the ACCJC standards.<sup>579, 580</sup> Additionally, the Board reviews the scope of its role and responsibilities each December at its organizational meeting.<sup>581</sup>

Improvement in this area was evident as early as the 2012-13 academic year, when the *Governance and Leadership* survey was administered twice (fall 2012 and again in spring 2013). Responses to two questions from the *Governance and Leadership* survey document strong (and improving) ratings for both (1) leaders creating an environment for empowerment, innovation, and excellence; and (2) participative processes are used.

Question	Fall 2012 (Agree)	Spring 2013 (Agree)
SBCC leaders create an environment for empowerment, innovation, and institutional excellence.	68%	75%
When ideas for improvement have significant policy or institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	58%	67%

With increases of nearly 10% from fall 2012 to spring 2013, the data indicate positive affirmation of leadership’s commitment to empowerment and participatory governance. Equally as telling are responses to key queries in the College’s annual *Reflections on SBCC* survey which speak to excellence and innovation:

Question	2013 (Agree)	2014 (Agree)
SBCC offers high quality instructional programs.	92%	91%
SBCC offers high quality student support services.	88%	84%
SBCC is doing a good job supporting student success.	79%	77%

Responses ranging between 77% and 92% on these measures affirm respondents’ consistently positive perception of the high quality of programs and services offered, reinforcing the many external recognitions and awards these programs have achieved.

## Actionable Improvement Plan

None

<sup>579</sup> [1-31-13 Board Agenda](#)

<sup>580</sup> [8-7-13 Board Agenda](#)

<sup>581</sup> [12-4-14 Board Agenda](#)

**STANDARD IVA.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

## Descriptive Summary

The College’s policies and practices give a substantive role and voice to key constituent bodies in matters of governance, institution wide policies, planning, and budgeting. This role and voice are codified within Board Policy 2510, Participation in Local Decision Making.<sup>582</sup> This policy sets forth the Board’s commitment to ensure college stakeholders are engaged, as appropriate, in governance and in processes that lead to policy formulation, institutional planning, and resource allocation. The constituent groups included in the institution’s participatory governance processes are:

- Academic Senate (faculty)
- Classified Consultation Group (classified staff)
- President’s Cabinet (vice-presidents)
- Advancing Leadership Committee (management/supervisors)
- Associated Student Government (students)

In defining the role and engagement of these constituent groups, Board Policy 2510 aligns with the legal requirements of California Education Code 70902(b)(7) to:

*... ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*

The College’s *Resource Guide to Governance and Decision-Making* serves as a single reference resource regarding the institution’s framework for participatory governance and decision-

<sup>582</sup> [BP 2510 Participation in Local Decision Making](#)

making.<sup>583</sup> This guide describes the role of constituent groups as well as governance and organizational groups including standing college committees and ad-hoc workgroups.<sup>584</sup>

On the broadest scale, the College Planning Council (CPC) is the institution’s highest level participatory governance body.<sup>585</sup> As described in the Core Planning Structures section of this self evaluation, CPC is charged with making recommendations on issues having a college wide impact, including planning, resource allocation, and institutional effectiveness. Because of its wide scope of responsibility, the Council is composed of representatives from the leadership and governance bodies at the College, including the Academic Senate, Classified Consultation Group, Associated Student Government, Advancing Leadership Committee, and President’s Cabinet.

### ***Role of Faculty and Administrators in Institutional Governance and Decision-Making***

#### ***Faculty***

Faculty assume a significant role in the overall governance and decision-making processes at the College through two formal structures: (1) the Academic Senate and (2) the department chairs. The Board of Trustees relies on the advice and judgment of the Academic Senate in all policies and procedures related to academic and professional matters. These matters are widely known as “ten plus one” (derived from California Code of Regulations 53200-53206), are locally specified in Board Policy 2510, and include the following:

1. curriculum, including the establishment of prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards or policies regarding student preparation and success
6. district and College governance structures as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. processes for program review
10. processes for institutional planning and budget development
11. other academic and professional matters as mutually agreed upon between the governing board and the academic senate. (At Santa Barbara City College this category includes faculty hiring processes.)

<sup>583</sup> [Resource Guide to Governance and Decision-Making](#)

<sup>584</sup> [College Committees](#)

<sup>585</sup> [College Planning Council](#)

Board Policy 2510 further stipulates that the Board (or its designee/s) will consult collegially with the Academic Senate on these academic and professional matters. This collegial consultation is primarily accomplished through the formal action of the Academic Senate supported by the work of the body's standing committees. The Senate's standing committees provide the infrastructure to support its primary role in matters of an academic and professional nature. The Academic Senate's standing committee structure is detailed in the *Resource Guide to Governance and Decision-Making* and includes Academic Policies, Teaching and Learning, Faculty Professional Development, Faculty Recognition, Instructional Technology, Curriculum Advisory Committee, Planning and Resources, and Sabbatical Leave Committees.

In addition to the Academic Senate, the faculty voice is well represented on CPC. Faculty hold the majority of voting positions of any constituent group on CPC with five representatives (four of whom serve as a consequence of the seat they hold on the Academic Senate: Academic Senate President; Academic Senate Vice President; Academic Senate President-elect; and chair of the Academic Senate's Planning and Resources Committee).

Faculty's role in governance and decision-making is further supported by the College's distributed structure of academic leadership. Specifically, the College's department chair structure provides an additional pathway for faculty to have a voice in governance, institutional policies, planning, and budget, particularly as these relate to their areas of responsibility and expertise. The College's educational programs are aggregated into 60 departments, each with a department chair most of whom are faculty members.<sup>586, 587</sup> The chair assumes leadership responsibility and coordinates planning within the department, including program review, budgeting, and learning outcomes assessment. The chair also serves as the link between the department and the broader functioning and operations of the College's educational programs. Working directly with the six Deans of Educational Programs, the department chairs represent an additional conduit through which faculty have a role in the academic operations of the institution.

### ***Administrators***

Administrators have a substantive role in college governance through three main structures: (1) Advancing Leadership Committee; (2) President's Cabinet and President's Cabinet Plus; and (3) Deans' Council.

The Advancing Leadership Committee is composed of management (i.e., directors and deans) and supervisors. It represents the voice and perspective of this administrative group. As with the Academic Senate, the Advancing Leadership Committee is considered to be a constituent-based governance body and is integrated into the governance structure of the College. The Advancing Leadership Committee has two representatives on CPC.

The President's Cabinet is composed of the College's four vice presidents. This body meets weekly and provides a venue for the engagement of senior-level administration in governance and decision-making. All four members of the President's Cabinet serve on CPC. Since 2013, the

<sup>586</sup> [Division and Department Org Chart Spring 2015](#)

<sup>587</sup> [Department Chair List](#)

President’s Cabinet has been augmented on a bi-monthly basis by the leadership of the Academic Senate, Advancing Leadership Committee, and Classified Consultation Group (staff) and functions as President’s Cabinet Plus. This augmented leadership group discusses issues of an institutional nature as well as those that have broad-based impact. Further, President’s Cabinet Plus is often charged by CPC with engaging in a specific task, such as creating a draft process for CPC consideration, providing preliminary recommendations to CPC on select matters, and considering issues in more detail before bringing them forward for CPC action. Examples of tasks which CPC has charged the President’s Cabinet Plus with are as follows:

- Determining the use of zero based budgeting in the budget development process
- Evaluating classified vacancies
- Resource allocation prioritization

Deans’ Council includes the academic administrative leadership of the College, as well as the Academic Senate President. It is composed of the six educational Deans, Associate Dean, Athletic Director, Academic Senate President, and Director of Marketing and Publications. It is chaired by the Executive Vice President of Educational Programs and meets weekly. Deans’ Council provides a venue and voice for administrators who have responsibility for and a role within the educational programs of the College. As described in the *Resource Guide to Governance and Decision-Making*, Deans’ Council (1) advises the Executive Vice President, Educational Programs on instructional and student support issues related to budget, planning, accreditation, curriculum, and enrollment management and (2) implements administrative procedures and oversees the day-to-day operations of Educational Programs.

### ***Role of Students and Staff in Institutional Governance and Decision-Making***

#### ***Students***

Board Policy 2015 provides for a student trustee to serve in an advisory capacity with the seven-member elected Santa Barbara Community College District Board of Trustees. The process for selection and standards of service are articulated in Board Policies 2015 and 2105. Serving in this capacity, the student trustee contributes to board deliberations and actions and provides the student perspective necessary for board governance and decision-making. Additionally, the president of the Associated Student Government of Santa Barbara City College has a regular seat at the second meeting of the month of the Board of Trustees and has a place on the agenda to provide a report on the actions, work, and initiatives of the association.

Board Policy 2510 provides a broad and well-defined role for students in governance issues that have bearing on the student body. The Associated Student Government of SBCC serves as the student leadership and governance organization and carries the charge of representing the voice of students in the College’s participatory governance processes. Per Board Policy 2510 and as delineated in the *Resource Guide to Governance and Decision-Making*, this body is afforded the opportunity to participate in the formulation and development of recommendations on issues

and policies that have a significant effect on students. To further delineate this role, state regulation specifies what matters require student involvement. These are listed below as well as in Board Policy 2510 and the *Resource Guide to Governance and Decision-Making*.<sup>588</sup>

1. grading policies
2. codes of student conduct
3. academic disciplinary policies
4. curriculum development
5. courses or programs which should be initiated or discontinued
6. processes for institutional planning and budget development
7. standards and policies regarding student preparation and success
8. student services planning and development
9. student fees within the authority of the district to adopt
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Students engage in these issues principally through involvement in the College’s governance bodies and organizational groups including CPC, Academic Senate, Curriculum Advisory Committee, Student Support Services Leadership Committee, Measure V Citizen’s Oversight Committee, and Board Policies and Administrative Procedures as well as relevant task forces and advisory groups, such as the Student Success and Support Program Advisory Committee, Isla Vista Safe Committee, and Neighborhood Task Force. Additionally, the position of the Associated Student Government is sought on matters impacting students through formal presentations to, and actions by, this body at their meetings. Examples include:

- MTD Fee Increase<sup>589, 590, 591, 592</sup>
- Mission Statement<sup>593, 594</sup>
- Second Summer Session<sup>595, 596</sup>
- PLLUMP<sup>597, 598</sup>
- Matthew Lee and Educational Master Plan<sup>599, 600</sup>

<sup>588</sup> [Resource Guide to Governance and Decision-Making](#)

<sup>595</sup> [ASG 11-8-13 Agenda - Second Summer Session](#) (Item 3.3)

<sup>589</sup> [ASG 2-8-13 Agenda - MTD](#) (Item 1.4)

<sup>596</sup> [ASG 11-8-13 Minutes - Second Summer Session](#) (Items 3.3 and 4.1)

<sup>590</sup> [ASG 2-8-13 Minutes - MTD](#) (Item 1.4)

<sup>597</sup> [ASG 9-12-14 Agenda - PLLUMP](#) (Item 1.4)

<sup>591</sup> [ASG 3-22-13 Agenda - MTD](#) (Items 4.1 and 5.1)

<sup>598</sup> [ASG 9-12-14 Minutes - PLLUMP](#) (Item 1.4)

<sup>592</sup> [ASG 3-22-13 Minutes - MTD](#) (Items 4.1 and 5.1)

<sup>599</sup> [ASG 4-5-13 Agenda - Matthew Lee](#) (Item 4.1)

<sup>593</sup> [ASG 2-22-13 Agenda - Mission Statement](#) (Item 4.3)

<sup>600</sup> [ASG 4-5-13 Minutes - Matthew Lee](#) (Item 4.1)

<sup>594</sup> [ASG 2-22-13 Minutes - Mission Statement](#) (Item 4.4)

## *Staff*

Board Policy 2510 provides a defined role for staff in governance issues that have bearing on this constituent group. Consistent with this policy and state law, staff are afforded the opportunity to participate in the formulation and development of policies and procedures that have a significant effect on them. The Classified Consultation Group (CCG) is the primary consultative body for staff and carries the charge of representing the voice of staff in the College's participatory governance processes. Staff appointments to CCG and governance committees are made by the exclusive bargaining representative for classified staff, the California School Employees Association (CSEA).

In addition to these formal structures, the president of CSEA has a regular seat at the second meeting of the month of the Board of Trustees and has a place on the agenda to provide a report on the issues of import to classified staff.

## **Self Evaluation**

The College meets the standard. Santa Barbara City College continues to affirm the College's commitment to participatory governance and has made significant improvement since the warning it received from the Accrediting Commission for Community and Junior Colleges in January 2012. Under the leadership of the new president who started in July 2012, there has been a concerted effort to empower all constituent groups and delegate the appropriate authority and responsibility to institutional governance bodies, most notably to the College Planning Council.

The responses to key queries in the College's annual *Reflections on SBCC* survey substantiate progress in this area. In the *Reflections on SBCC* 2013 survey, 65% of the respondents agreed with the following statement: "I am aware of the governance and organizational groups that contribute to campus decision-making."<sup>601</sup> The percentage of respondents agreeing with this statement in the *Reflections on SBCC* 2014 survey increased eight percentage points to 73%.<sup>602</sup>

Two related *Reflections on SBCC* survey questions show similar increases in positive responses from 2013 to 2014:

- 44% of the respondents to the 2014 survey marked "Agree" with the statement "I have the opportunity to actively inform campus decision-making." This increased from 36% in the fall 2013 survey.
- 39% of the respondents to the 2014 survey marked "Agree" with the statement "I feel that my voice can be heard in campus decision-making." This increased from 34% in the 2013 survey.

In addition to the *Reflections on SBCC* surveys, two earlier institutional assessments were conducted in concert with the College's special report to ACCJC in March 2013. A *Governance*

<sup>601</sup> [Reflections on SBCC 2013 Survey](#) (page 32)

<sup>602</sup> [Reflections on SBCC 2014 Survey](#) (page 38)



and Leadership survey was disseminated in fall 2012 and again in spring 2013. Responses to governance and decision-making questions further substantiated each constituent group’s understanding of its role:

Question	Fall 2012 (Agree)	Spring 2013 (Agree)
Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.	64%	67%
Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.	64%	74%
Students have established mechanisms or organizations for providing input into institutional decisions.	61%	64%
Staff have established mechanisms or organizations for providing input into institutional decisions.	55%	65%

Concerns that the administrators, specifically managers and supervisors, did not have an effective role and voice in governance have been addressed through recognition of the Advancing Leadership Committee (ALC) as the consultative body for this constituent group. The ALC is institutionally recognized, has two seats on CPC, is represented on major institutional initiatives, is included in President’s Cabinet Plus, and is identified in the *Resource Guide for Governance and Decision-Making* as a governance body along with Academic Senate, Classified Consultation Group, and Associated Student Government.

The participation of classified staff in governance and decision-making, while institutionalized through Board Policy and institutional practice, remains an important focus for the College. Institution wide initiatives include staff involvement as evidenced by the mission statement revision process, *Educational Master Plan* development process, *Program Location and Land Use Master Plan* process, Board Policy and Administrative Procedure revision, resource allocation processes, and the like. There are efforts to ensure that classified staff continue to feel included in the College’s governance structures and practices. The primary means of accomplishing this include:

- supporting broad participation in the Classified Consultation Group;
- clearly communicating the importance of classified involvement in governance through mechanisms such as All Campus Kickoff workshops and events; and
- supporting classified staff from all areas of campus to engage in leadership and governance roles.

However, as a constituent group, classified staff have a less well defined regulatory role in issues of governance as compared with faculty and students. It remains a priority of the College to ensure that the perspective of classified staff on governance matters be heard in a consistent, sustained, and broad-based manner.

Integrating the values of empowerment and delegation of appropriate authority and responsibility into institutional governance has led to a stronger voice and role for governance bodies. This is most clearly demonstrated when examining how governance and decision-making processes have been implemented and institutionalized. The process of resource allocation, which in the past had been a source of contention, is an appropriate example. Resource allocation is now viewed as transparent, structured, and fair. The College’s model of distributed leadership across governance groups, a robust program review process, zero-based budgeting, and clarified roles and responsibilities in the decision-making process have collectively resulted in resource allocation being a thoughtful and collaborative process.

Other examples of governance and decision-making processes that have the hallmark of empowerment and delegation of appropriate authority and responsibility include the following:

- *Program Location and Land Use Master Plan (PLLUMP)* process, which was overseen by CPC and directed by a core team of representatives from all the College’s governance bodies;
- A structured classified staff hiring prioritization process which has been institutionalized on an annual basis;
- An inclusive and representative institutional process for the update and revision to board policies and administrative procedures; and
- Annual update of the *Program Review User Guide*, including resource request allocation processes, by faculty and managers with subsequent review by CPC.<sup>603</sup>

The sanction of warning issued in March 2012 by ACCJC expressed concern about board interference with faculty and administrators’ roles in institutional governance (e.g., curricular matters). As detailed in the two follow-up reports provided to ACCJC in March 2013 and March 2014, this issue has been addressed through board education, training, and development and has not subsequently occurred.<sup>604, 605</sup> The Board is both sensitive to and aware of the scope of its

<sup>603</sup> [Program Review User Guide 2014-2015](#)

<sup>604</sup> [SBCC Special Report March 2013](#)

<sup>605</sup> [ACCJC Follow-Up Report March 2014 FINAL](#)

authority and engagement with such aspects of the College as curriculum. Specific board training was conducted in January 2013 and August 2013 on the topics of the Board’s role as a policy-making body, effective board leadership and governance practices, and board expectations as set forth in Standard IV of the ACCJC standards.<sup>606, 607</sup> Additionally, the Board reviews the scope of its role and responsibilities each December at its organizational meeting.<sup>608</sup>

In summary, faculty and administrators have a substantive and clearly defined role in institutional governance and decision-making. Students and staff have established mechanisms, practices, and organizations for providing input into institutional governance and decision-making processes.

### **Actionable Improvement Plan**

Strengthen the structure and role of the Classified Consultation Group in institutional governance and promote and support broad participation by classified staff in the body.

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**STANDARD IVA.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

### **Descriptive Summary**

Board Policy 2510 reinforces the role of faculty and academic administrators in setting an institutional direction for student learning programs and services. In that policy, faculty have primacy in matters related to curriculum, degree and certificate requirements, grading policies, program review, program development, student preparation and success, and professional development. Academic administrators have a substantive role in overseeing the College’s work with student learning programs and services through the scope of responsibility and authority provided to the administrative position as delineated in the applicable job description and as delegated to each position by the Superintendent/President.

<sup>606</sup> [1-31-13 Board Agenda](#)

<sup>607</sup> [8-7-13 Board Agenda](#)

<sup>608</sup> [12-4-14 Board Agenda](#)

## *Faculty*

The College's faculty structure is composed of the following major components:

- **Academic Senate**

The Academic Senate is the governance and consultative body that represents the faculty. As set forth in Board Policy 2510, the Board of Trustees relies on the advice and judgment of the Academic Senate in all policies and procedures related to academic and professional matters, particularly student learning programs and services.
- **Curriculum Advisory Committee (CAC)**

The CAC is a standing committee of the Academic Senate. Its focus is on reviewing and approving all proposed changes and additions to curriculum, reviewing other college functions related to curriculum, advising the Executive Vice President, Educational Programs on curriculum development, and reviewing general education requirements and recommending changes as appropriate.
- **Academic Senate Committees**

The Academic Senate's structure of distributive governance provides a high level of faculty participation in all areas of college governance and specifically student learning, educational planning, and resource allocation. Ad hoc and standing committees of the Academic Senate provide a means for the faculty to have a substantive voice in the College's student learning programs and services. Notable are the Academic Senate's committees focused on policy development (Academic Policies), student learning (Committee on Teaching and Learning), professional development (Faculty Professional Development), forms of pedagogy (Instructional Technology), and educational planning (Planning and Resources).
- **Partnership for Student Success Steering Committee**

This faculty steering committee serves as an umbrella organization for many of the College's student success initiatives including: the Gateway program, which provides in-class tutoring to students in basic skills and first-year college courses; the Writing Center, which serves students' writing development needs in any course offered at the College; the Math Tutorial Lab, offering tutoring services for all levels of math; and the Academic Achievement Zone, which serves student athletes by providing dedicated study time and tutoring resources. In addition, this committee reviews, ranks, and supports funding for a number of additional faculty-led projects that directly impact student success.
- **Departments**

Faculty are provided with appropriate latitude in shaping departmental curricula, pedagogy, Student Learning Outcomes, programs, and services. Department chairs, working in concert with the respective Dean of Educational Programs, provide academic leadership in departmental planning, course scheduling, curriculum, budgeting, and related academic and student learning matters.

### *Academic Administrators*

The College’s academic administration is composed of an Executive Vice President, Educational Programs; six Deans, Educational Programs; and one Associate Dean, Educational Programs. Collectively they are responsible for the overall administrative leadership of the College’s academic and student services programs. Structurally, Deans’ Council is the organizational body for academic administration. Deans’ Council provides a venue and voice for administrators who have responsibility for, and a role within, the educational programs of the College. As described in the *Resource Guide to Governance and Decision-Making*, Deans’ Council (1) advises the Executive Vice President, Educational Programs on instructional and student support issues related to budgeting, planning, accreditation, curriculum, and enrollment management and (2) implements administrative procedures and oversees the day-to-day operations of Educational Programs.

Faculty and academic administration work closely together through both formal and informal means in support of the College’s student learning programs and services. For example, the Executive Vice President sits on the Academic Senate as a non-voting resource. Likewise, the Academic Senate President attends the Executive Vice-President’s Deans’ Council. On a bi-monthly basis, the Academic Senate President is included in the President’s Cabinet meetings (President’s Cabinet Plus). This type of cross-structural involvement makes for an effective organizational framework where ideas are vetted in a collaborative manner and implemented with appropriate engagement of key constituencies.

The collaboration of departmental faculty, department chairs, and their respective deans provide a further means by which faculty and academic administrators are able to align goals, focus, and vision. These interactions occur formally through regular division, department, and small group meetings as well as informally through less structured means of contact and communication, such as phone calls and emails. Planning, problem solving, and day-to-day programmatic oversight are conducted in a collegial manner through these formal and informal structures.

Several recent examples of college planning demonstrate the collaborative nature of developing student programs and services. For example, the *Student Equity Plan* began as an open call in spring 2014 to all interested faculty to participate in a discussion about what projects and proposals would most impact student success, particularly for underrepresented populations. The Executive Vice President, Educational Programs worked with deans, the Academic Senate President, and interested faculty and staff to coordinate a series of summer workshops that formed the bases for subsequent planning efforts. Proposals for specific projects came from faculty and were vetted by the newly formed Student Equity Committee, composed of representatives of faculty, staff, and administrators. The final Student Equity Plan, Board-approved in January 2015, was the culmination of collegial efforts to frame the issues and mutually create plans that would address them.

Similarly, the *Student Success and Support Plan* was developed with significant input of faculty serving on the Student Success and Support Program (SSSP) committee and with leadership by the Dean, Educational Programs—Student Support Services. Proposals for projects which will positively impact student success were solicited college wide through representatives on the SSSP committee as well as through the Academic Senate. The SSSP Committee for-

warded vetted proposals forward for further consideration of the major governance groups on campus. The resulting funded projects represent a major investment in initiatives that directly impact student success, especially a strong commitment to additional counseling resources for students.

Both of these efforts resulted from collaborative conversations among faculty, administrators, and staff in support of plans for student learning programs and services that fit the needs and vision of the college community.

## Self Evaluation

The College meets the standard. Faculty have a recognized, meaningful, and substantial voice in shaping the College’s student learning programs and services through the Academic Senate, its committees, college committees, and the role of department chairs. As well, the College’s academic administrators have a recognized leadership role as provided for within the scope of their responsibilities.

The College relies on the expertise of its faculty and academic administrators to collectively provide the vision, focus, and direction to excellent academic and student support programs and services. That this is happening is demonstrated by the quality of the College’s student learning programs and services. Respondents to the College’s annual *Reflections on SBCC* survey clearly recognized the quality evident in the College’s programs as detailed in the following table:

Question	Fall 2013 (Agree)	Fall 2014 (Agree)
SBCC offers high quality instructional programs.	92%	91%
SBCC offers high quality student support services.	88%	84%
SBCC offers high quality library and learning support services.	89%	88%

In addition to the *Reflections on SBCC* surveys, two earlier institutional assessments were conducted in concert with the College’s special report to ACCJC in March 2013. A *Governance and Leadership* survey was disseminated in Fall 2012 and again in Spring 2013. Responses to one of the questions further substantiates the role the faculty and academic administrators have with regard to the College’s student learning programs and services:

Question	Fall 2012 (Agree)	Spring 2013 (Agree)
SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.	64%	78%

The 14% increase in positive responses illustrates SBCC’s commitment to this standard.

## Actionable Improvement Plan

None

### STANDARD IVA.3

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### Descriptive Summary

The “good of the institution” is defined by the College’s academic quality, student success and goal attainment, financial strength, morale, mission advancement, climate, working conditions, student engagement, natural and human environment, and the longevity of its employees. It is directed toward serving the interests of SBCC students. All of these quantitative and qualitative metrics are positive and strong.

The framework which promotes and engages stakeholders to work together for the good of the institution is the College’s well established governance structure and associated processes and practices. These structures are inclusive and allow for participation of the College’s constituents.

The college governance structures were created through a combination of legislative intent as realized through the California Education Code and a longstanding institutional commitment to participatory governance and decision-making. To ensure that all members of the college community understand the roles and responsibilities of the various constituent groups, in spring 2013 the College produced and distributed the *SBCC Resource Guide to Governance and Decision-Making*, in which the major participatory governance structures and their roles are defined. These structures, processes, and procedures are well integrated into the culture and practices of the institution.

The Board of Trustees sets the tone in working together for the good of the institution through its policies as well as its own governance and decision-making practices. The Board establishes its policies in alignment with the institution’s mission and core principles as described in Board Policy 1200: Mission. Central to both the institution’s mission and core principles is a clear commitment to student success, student centeredness, and participatory governance involving all segments of the college community.<sup>609</sup> This commitment is reinforced in Board Policy 2200: Board Duties and Responsibilities as well as Board Policy 2510: Participation in Local Governance and Decision-Making. The Board’s actions with respect to its governance and decision-making role adhere to the tenets of this participatory governance board policy.

<sup>609</sup> [SBCC Mission and Core Principles](#)

Faculty, staff, administrators, and students are the key constituent groups that form the nexus of the College's participatory governance processes. These processes are structured in such a way that dialog, debate, discussion, and the exchange of ideas are fueled through a flat governance structure where all members have the opportunity to contribute. Faculty interests as related to governance are vested within the Academic Senate. The Academic Senate has a legislatively-derived primacy role in academic and professional matters. This is codified in Board Policy 2510. The Academic Senate itself is a representative body and as such, provides for a breadth of involvement across divisions, departments, programs, and faculty. The department chair structure allows for an additional modality of faculty engagement across the Educational Programs sector of the College.

The classified staff are represented through the Classified Consultation Group. Administrators and directors are represented by the Leadership Coalition and the Supervisors Association; these two groups have united into a third group entitled the Advancing Leadership Committee. The Advancing Leadership Committee is a governance and consultative body that is jointly led by members of the Supervisors' Association and Leadership Coalition. One of the primary purposes of this committee is to represent its members in participatory governance. The views, opinions, and ideas of administrators are sought at monthly managers meetings with the college president and at the weekly Deans' Council meetings. The leadership of the faculty, administrators, and staff participate with the President's Cabinet in a regular meeting called President's Cabinet Plus. Students have an active voice at all levels of college governance through the Associated Student Government organization and participation on college committees.

All constituent groups have representatives on ongoing institutional governance bodies such as College Planning Council, Board Policies and Administrative Procedures Committee, Professional Development Advisory Committee, and Program Evaluation Committee. Further, all constituent groups have had representation on initiative-specific committees including *Educational Master Plan* development, *Program Location and Land Use Master Plan* (PLLUMP) development, and the SBCC Neighborhood Task Force. Finally, representatives of all constituencies (students, staff, faculty, and administrators) attend and participate in all meetings of the Board of Trustees. These are the forums wherein constituents work together for the good of the institution through a shared dialog in which all members have a voice. To encourage and enable broad participation in the College's decision-making processes, the charge, membership, meeting calendar, agenda, and minutes of each committee are posted online.

Evidence that the College's governance processes and structures foster discussion of ideas and effective communication among the institution's constituencies can be gleaned from examining both the agenda topics as well as the meeting minutes of the College Planning Council, which constitutes the highest-level constituent-based governance body on campus.<sup>610</sup> Agenda items can be submitted by any member of CPC, and broad discussion from all constituencies is shared in order to come to a shared conclusion on each topic.

<sup>610</sup> [CPC Agendas and Minutes](#)



## Self Evaluation

The College meets the standard. The college community focuses on working in a collegial manner for the good of students and the institution. The College has a system of participative practices and policies that ensures that dialog occurs at the appropriate scope and level for each constituency. Governance groups, notably CPC, Academic Senate, Classified Consultation Group, Advancing Leadership Committee, and Associated Student Government, are well-linked through process, practice, and representation. It is the culture of the College to be inclusive of constituent groups and to support shared dialog in institution wide initiatives such as the *Educational Master Plan* process, *Program Location and Land Use Master Plan* process, program evaluation and its accompanying Program Evaluation Committee, and the Neighborhood Task Force.

This inclusivity and focus on the good of the institution are evident in the responses to key questions regarding institutional climate and quality that are included in the College’s annual *Reflections on SBCC* survey. Responses for the 2013 and 2014 administration of the survey are noted below:

Question	2013 (Agree)	2014 (Agree)
SBCC's mission statement reads: “As a public community college dedicated to the success of each student ... Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.” To what extent do you agree that we are fulfilling our mission?	81%	80%
SBCC offers high quality instructional programs.	92%	91%
SBCC offers high quality student support services.	88%	84%
SBCC offers high quality library and learning support services.	89%	88%
SBCC is doing a good job supporting student success.	79%	77%
Are you happy working here?	80%	81%

The sanction of warning issued in March 2012 by ACCJC expressed two areas of concern relative to this standard: the Board “not working together with other campus groups for the good

of the institution” and not working “together through established processes for the good of the institution.” These areas dealt principally with curriculum matters and honoring process and appropriate channels of communication. As detailed in the two follow-up reports provided to ACCJC in March 2013 and March 2014, this issue has been addressed through board education, training, and development and has not recurred. The Board is both sensitive to and aware of the scope of its authority and the roles of the institution’s governance groups.<sup>611, 612</sup> Specific board training was conducted in January 2013 and August 2013 on the topics of the Board’s role as a policy-making body, effective Board leadership and governance practices, and Board expectations as set forth in Standard IV of the ACCJC standards. Additionally, the Board reviews the scope of its role and responsibilities each December at its organizational meeting.<sup>613, 614, 615</sup>

This improvement is evident in the strongly positive 2013 and 2014 responses detailed above from the *Reflections on SBCC* survey.<sup>616, 617</sup> Additionally, improvement was evident even earlier, within the 2012-13 academic year, when the *Governance and Leadership* survey was administered twice (fall 2012 and again in spring 2013).<sup>618</sup> Responses to one of the questions from the *Governance and Leadership* survey substantiates that all constituencies are working together for the good of the institution.

Question	Fall 2012 (Agree)	Spring 2013 (Agree)
The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.	53%	66%

### Actionable Improvement Plan

None

<sup>611</sup> [SBCC Special Report March 2013](#)

<sup>612</sup> [ACCJC Follow-Up Report March 2014 FINAL](#)

<sup>613</sup> [1-31-13 Board Agenda](#)

<sup>614</sup> [8-7-13 Board Agenda](#)

<sup>615</sup> [12-4-14 Board Agenda](#)

<sup>616</sup> [Reflections on SBCC 2013 Survey](#)

<sup>617</sup> [Reflections on SBCC 2014 Survey](#)

<sup>618</sup> [Fall 2012 and Spring 2013 Leadership and Governance Survey Comparison](#)

## STANDARD IVA.4

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### Descriptive Summary

The College maintains relationships with an array of external agencies including governmental entities, educational institutions, and accreditation bodies.

The most prominent governmental entity with which the College engages is the California Community Colleges Chancellor's Office (CCCCO). Many of the College's programs and services adhere to standards set forth by the CCCCCO. Program plans and monitoring reports must be approved by the Chancellor's Office. Examples of these include the *Student Success and Support Plan*, *Student Equity Plan*, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKS) programs. Furthermore, there is a policy, regulatory, and fiduciary oversight role which the CCCCCO assumes as the statewide system office. As a consequence, student, financial, enrollment, human resource, and facility reports are completed and filed with the CCCCCO in accordance with the timelines and compliance standards set forth by the agency.

The College maintains relationships with a number of external educational institutions. These relationships are focused on creating a seamless transition for students coming into and exiting Santa Barbara City College. Examples of these relationships are as follows:

- College and career readiness partnerships (including Middle College and Dual/Concurrent Enrollment) with Santa Barbara Unified School District and Carpinteria Unified School District; and
- Transfer preparation and articulation partnerships with various four-year institutions including the University of California campuses, California State University campuses, and private colleges and universities.

Given that students' educational goals and aspirations are reliant on the integrity of such partnerships, the College ensures that processes are honored, timelines are met, and protocol is followed in all interactions with external educational institutions.

Many of the College’s programs, departments, and services require validation, affiliation, and/or accreditation from an external agency. The process and standards to attain such recognition and/or affiliation are set forth by these external organizations and monitored on a regular basis. The list below provides a sampling of the College’s departments and programs which maintain a professional standing with an external body.

- The Vocational Nursing program requires a certificate of approval from the State of California Board of Vocational Nursing and Psychiatric Technicians.
- The Emergency Medical Technician program is approved by the Santa Barbara County Emergency Medical Services Agency and the National Registry of Emergency Medical Technicians.
- Intercollegiate athletics requires validation from the California Community College Athletic Association, Western State Conference, and American Pacific Conference.
- The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education.
- The Medical Coding Specialist Certificate program is approved by the American Health Information Medical Association Foundation Professional Certificate Approval Program (PCAP).
- The Cancer Information Management program is accredited by the National Cancer Registrars Association.
- The Orfalea Early Learning Center is accredited by the National Association for the Education of Young Children and meets the standards and legal requirements set forth in Title 22 of the California Code of Regulations: Community Care Licensing and Title 5 of the California Code of Regulations: Early Care and Support Services.
- The Student Health Services’ medical laboratory is approved by Medicare and Medicaid for a “Laboratory Certificate of Waiver” and meets regulations for “Clinical Lab Registration” by the State of California Department of Public Health.
- The Associate Degree Nursing program is approved by the California Board of Registered Nursing and is accredited by the Accreditation Commission for Nursing in Education.

With regard to these external relationships, the College responds to agency requirements for validation, affiliation, and/or accreditation in a timely, honest, and responsive manner. This is evidenced by the fact that, in all instances, the College is in good standing with the external agency and has been accredited/affirmed on a cyclical basis.

The standards, policies, and guidelines of the Accrediting Commission for Community and Junior Colleges (ACCJC) are integrated into the College’s framework in two specific ways. First, BP 3200 Accreditation stipulates that the Superintendent/President is responsible for ensuring the College complies with ACCJC standards and the accreditation process. Secondly, ACCJC’s

standards of accreditation inform a large number of the policies of the Board of Trustees and have become part of the institutional standards to which the College adheres.

Public disclosure of the role and status of institutional accreditation can be found on the college website.<sup>619</sup> There is a link on the College’s homepage that brings a user directly to the accreditation page making it one click from the homepage to accreditation information.

On a cyclical basis, the following ACCJC reports are completed and submitted in an accurate and timely manner:

- annual report and annual fiscal report
- midterm report
- self evaluation report (formerly known as self study)

Since the last comprehensive accreditation visit in fall 2009, the College has received three ACCJC special team visits: November 2011, April 2013, and April 2014. The November 2011 special team visit emanated from a June 2011 complaint filed with ACCJC. In March 2012 the College was notified that it had been placed on warning. The April 2013 visit was a follow-up to that sanction. The College was removed from warning in June 2013. Another special team visit was conducted in April 2014 as a second follow-up to the sanction. In addition, the College was required to submit two follow-up reports in conjunction with these special team visits: one in March 2013 and the second in March 2014. The table below provides a visual reference for this sequence of visits and reports:

REPORT	VISIT	ACTION
2009: Self Study		
	Fall 2009: Comprehensive Visit	January 2010: Reaffirmation of accreditation
	November 2011: Special Visit	March 2012: Placed on warning
March 2013: Special Report	April 2013: Follow-up visit	June 2013: Removed from warning
March 2014: Follow-Up Report	April 2014: Follow-up visit	

With each special team visit and follow-up report, the College complied with ACCJC requirements in terms of protocol, content, and structure.

<sup>619</sup> [SBCC Accreditation website](#)

The College follows the substantive change process established by ACCJC when appropriate and applicable. Since the last comprehensive accreditation visit in fall 2009, the College submitted and received approval for the following substantive changes:

- Approved November 2014  
Addition of courses that constitute 50% or more of the units in a program being offered online: 75 associate degrees and 17 certificate programs with courses that constitute 50% or more of the program units online.<sup>620</sup>

The College responds in a timely manner to recommendations provided by ACCJC as documented in the following formal submittals to the Commission: midterm accreditation report, the subsequent institutional self evaluation, and all follow-up reports. These are all available on the college website, accessible from the homepage, The College page, and the Institutional Research page.<sup>621</sup>

## Self Evaluation

The College meets the standard. The College maintains healthy professional relationships with those external organizations which accredit, assess, partner, and/or validate select college programs, courses, and services. These healthy relationships are evidenced by the status of each applicable program and service in terms of meeting and maintaining the qualifying standards established by the external entities. In all cases, the College is in good standing with each external body. Such standing attests to the commitment the College has to demonstrating honesty and integrity with all external partners.

Since its initial ACCJC accreditation, the College has assumed responsibility for complying with the Commission's standards, policies, and guidelines as evidenced by its cyclical reaffirmation of accreditation. Further, the College has a record of responding expeditiously to ACCJC recommendations as evidenced by its many self study reports, midterm reports, and annual reports.

The notification to the College in January 2012 of the ACCJC findings and conclusions resulting from the June 2011 complaint to the Commission and special visit in November 2011 was received with varying degrees of acceptance across the institution. This initial institutional reaction to the ACCJC findings and conclusions was not reflective of the College's longstanding and genuine commitment to complying with the Commission's standards, policies, guidelines, and requirements. Following that initial reaction, the College refocused its efforts to work with ACCJC to respond to the recommendations set forth as part of being placed on warning in March 2012. The two special reports submitted in March 2013 and March 2014 attest to this renewed commitment on the part of the College to expeditiously act upon Commission recommendations. Removal from warning in June 2013 attests to the College's responsiveness to Commission

<sup>620</sup> [Substantive Change Proposal - Santa Barbara City College - 2014](#)

<sup>621</sup> [SBCC Accreditation website](#)

recommendations. Further, the work that has been done campus wide to both institutionalize and sustain the changes resulting from being placed on warning demonstrates the College's ongoing commitment to respond expeditiously and in a meaningful way to Commission actions.

In summary, the College demonstrates honesty and integrity in its relationships with external agencies. It complies with ACCJC standards, policies, requirements, and guidelines and responds expeditiously to address recommendations made by the Commission.

## Actionable Improvement Plan

None

### STANDARD IVA.5

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Descriptive Summary

### *Formal Evaluative Process and Improvement in Governance and Decision-Making*

The College piloted a variety of approaches to evaluating governance and decision-making beginning in 2009-10, but did not institutionalize them for three years. In 2012-13, the College put into place a recurring process for the regular evaluation of its governance and decision-making structures. In fall 2012 and again in spring 2013, a focused *Survey of Governance and Leadership* was administered to all staff and managers, full-time and adjunct faculty, the Board of Trustees, and the Associated Student Government.<sup>622</sup> The results of these surveys were distributed campus wide and used extensively in the analysis and research the College conducted in response to being placed on warning by ACCJC.

This biannual survey cycle is documented in the *SBCC Resource Guide to Governance and Decision-Making* within the section entitled Evaluation Cycle and Timeline and is excerpted below:<sup>623</sup>

*There are two interrelated evaluation and improvement cycles designed to ensure the accuracy of this document and the effectiveness of the governance process:*

<sup>622</sup> [Fall 2012 Spring 2013 Leadership and Governance Survey Comparison](#)

<sup>623</sup> [Resource Guide to Governance and Decision-Making](#) (page 23)

1. **Documentation Review:** *Annually, typically in April, this document, SBCC Resource Guide to Governance and Decision-Making, is reviewed by the College Planning Council for clarifications and corrections. Updates such as changes in names and governance structures are made in order to ensure that the document is accurate and current.*
2. **Governance Process Review:** *Biannually, the efficacy of the governance processes and structures themselves are evaluated. This is typically done through a survey of each governance group conducted by the Institutional Research, Assessment, and Planning department. The survey results are then discussed with each of the groups, and evaluated against the purpose and goals of the group. The group then makes any structural or process changes that will improve their effectiveness. This review is typically done in February, so that any changes can be reflected in the annual April update of this document.*

The timeline below shows the sequence of implementation of this evaluation cycle:

- **March 2013: Documentation Review – Completed**  
Initial publication of the *SBCC Resource Guide to Governance and Decision-Making* incorporating broad-based constituent input and review.
- **May 2013: Governance Process Review – Completed**  
Governance groups (College Planning Council, Academic Senate, Associated Student Government, Classified Consultation Group) surveyed; results reviewed by each group. No significant changes were made.
- **April 2014: Documentation Review – Completed**  
CPC conducted annual review of the *SBCC Resource Guide to Governance and Decision-Making* for clarifications and corrections.
- **February 2015: Governance Process Review – Completed**  
Governance groups (College Planning Council, Academic Senate, Associated Student Government, Advancing Leadership Committee, Classified Consultation Group) surveyed; results reviewed by each group. No significant changes made.

This cycle will proceed with Documentation Review in spring 2016, 2018, and continuing biannually thereafter. Governance Process Review will continue on a bi-annual time frame in spring 2017, 2019, and biannually thereafter.

In association with this bi-annual cycle of governance process review, the College has also initiated a campus climate assessment known as *Reflections on SBCC*.<sup>624, 625</sup> This effort began in the fall of 2013 when a survey entitled *Reflections on SBCC 2013* was distributed to all staff,

<sup>624</sup> [Reflections on SBCC 2013 Survey](#)

<sup>625</sup> [Reflections on SBCC 2014 Survey](#)



faculty, administrators, and managers. The survey asked for opinions on the College's effectiveness in areas of planning, budgeting, student learning, resources, leadership, and governance. The intent was to gather a general sense of the voices of various constituencies, evaluate campus climate, and spot areas in possible need of improvement. The survey was designed by the Accreditation Task Force and has been repeated each fall since 2013. The *Reflections on SBCC* survey has been institutionalized as an annual process. Results of the survey have been presented and discussed with the major governance groups on campus, including the Academic Senate, Classified Consultation Group, Advancing Leadership Committee, the College Planning Council, and the Board of Trustees.

Prior to institutionalization of the biannual formal evaluation cycle in 2012-13 and the implementation of the *Reflections on SBCC* survey in fall 2013, the College experimented with a number of methods for assessing the integrity and effectiveness of institutional governance and decision-making structures and processes. Some of these efforts focused on the College's governance groups and others sought input campus wide. In May 2010, a survey was administered to the College's five major governance bodies (i.e., the College Planning Council, Academic Senate, Associated Student Government, District Technology Committee, and Classified Consultation Group) in order to assess the efficacy of governance and decision-making structures.<sup>626</sup> Three additional committees were also surveyed at that time: the Facilities, Safety, Security and Parking Committee, the Board Policies and Administrative Procedures Committee, and the Personnel Benefits Committee. The results of the 2010 survey were subsequently distributed to and discussed by each of the groups. The 2010 process was not institutionalized, but input gathered through these processes helped shape the direction the groups took.

### ***Board Evaluation Process***

As a central governance body for the institution, the Board of Trustees annually conducts a self evaluation to assess its efficacy in carrying out its roles and responsibilities. This process is described in the narrative associated with Standard IVB.1.g which outlines the regularity that it is undertaken (i.e., annually) and the focus on assuring the integrity and effectiveness of this governing body.

### ***Informal Evaluative Process and Improvement in Governance and Decision-Making***

While a formal evaluative structure has been implemented, an informal continuous quality improvement paradigm also exists within the College's standing committees. Most often this informal process of assessment, dialog, and improvement is sparked by a body's interest in strengthening a governance and/or decision-making process. Examples of this informal evaluation and improvement process include:

- The College Planning Council's work in spring 2014 and again in spring 2015 to continuously clarify the annual resource allocation process emanating from program review

<sup>626</sup> [2010 Governance Survey](#)

- The grassroots restructuring of the administrators/managers/supervisors group into the Advancing Leadership Committee, a governance and consultative body representing the voice of the Supervisors Association (supervisors) and Leadership Coalition (administrators/managers)
- The annual reflective process of the Academic Senate’s Planning and Resources committee on what has worked and what should be changed regarding committee processes and products, including proposed updates to the *Program Review User Guide*.

### **Communication**

The Senior Director of Institutional Assessment, Research, and Planning is responsible for the bi-annual formal evaluation process. As well, the Senior Director conducts a debriefing with each of the constituent groups that undergoes the biannual Governance Process Review. This was carried out in spring 2013 and in spring 2015.<sup>627, 628</sup> Constituent-based representatives to the College’s governance groups have the responsibility for disseminating the formal evaluation results to their respective constituents.

The Board of Trustees reviews the results of its annual self evaluation in open session as evidenced by meeting minutes from the recent evaluation cycle.<sup>629, 630</sup>

### **Self Evaluation**

The College meets the standard. The College’s 2009 Self Study included a planning agenda to develop a regular evaluation and improvement process for its governance and decision-making structures and processes. A recommendation from the College’s last comprehensive accreditation team visit in 2009 (Recommendation 2) reflected this priority of the College and emphasized the need for the College to “. . . conduct regular, comprehensive evaluations of its participatory governance structure. . . .” While the College tested an evaluation process in 2009-10, it was not institutionalized. Systematic evaluation remained as an actionable improvement plan in the College’s March 2013 Special Report to ACCJC.

Following a trial period involving different instruments, in 2012-13 the College put into practice an effective and systematic procedure for regularly evaluating its governance and decision-making structures and processes. This is codified in the *SBCC Resource Guide to Governance and Decision-Making* within the section entitled Evaluation Cycle and Timeline.<sup>631</sup> This biannual process is augmented by an informal continuous improvement process that operates within each governance committee. Outcomes resulting from these formal and informal evalua-

<sup>627</sup> [2013 Governance Survey](#)

<sup>628</sup> [2015 Governance Survey](#)

<sup>629</sup> [Board of Trustees Minutes June 12, 2014](#)

<sup>630</sup> [Board of Trustees agenda and self-assessment survey June 11, 2015](#)

<sup>631</sup> [Resource Guide To Governance And Decision-Making](#) (page 23)

tive processes form the basis for improvement and change. Institution wide evaluation results (i.e., *Reflections* survey results) are disseminated to the entire campus and placed on the Institutional Research webpage. The evaluation results of the College’s specific governance bodies are presented directly to those groups. Efforts to ensure that these results are disseminated more broadly to the constituent members represented on the governance group and that the full cycle of improvement and dissemination of findings occurs are ongoing.

In summary, evaluation of the College’s governance and decision-making structures and processes occur in a systematic and ongoing manner. The biannual process the College has implemented recognizes the importance of evaluation to ensure the integrity and efficacy of governance and decision-making. The Board of Trustees engages annually in a self evaluation for the purpose of ensuring its effectiveness as the institution’s governing body. Both the institution’s formal and informal processes drive improvement in governance and decision-making. Communication regarding the outcomes of this evaluative process is a regular aspect of the evaluation cycle.

### **Actionable Improvement Plan**

None

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# Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

## STANDARD IVB.1

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**STANDARD IVB.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### Descriptive Summary

The Santa Barbara Community College District is a single-college district. The Board governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in law, including Educational Code Section 70902 which emphasizes that “every community college district shall be under the control of a board of trustees.” Further, the “governing board. . . shall establish, maintain, operate, and govern one or more community colleges in accordance with law.” The Board functions as an independent policy-making body elected by community constituents from seven different district areas reflecting public interest from Carpinteria to Gaviota.<sup>632</sup> The Board also includes one student trustee who has an advisory vote.

Members are elected by trustee area as defined in Board Policy 2100 Board Elections.<sup>633</sup> In November of 2012 the Board approved a new redistricting plan extending the previous four

<sup>632</sup> [Board of Trustees\\_District and Seven Areas](#)

<sup>633</sup> [BP 2100 Board Elections Rev. 7-25-13](#)

designated geographic areas to the current seven designated district areas. Each trustee must live in his/her designated district and can be elected only by voters residing in that district. The Board's decision to convert to a by-trustee-area assures that board members reflect the public interest of their constituents from multiple geographic segments of the community.

The Board of Trustees provides a variety of methods for the community to provide input. Individual board members list their contact information on the college website so that members of the public have a means of contacting them. In addition, the Board holds regular meetings twice a month that are open to the public with notices and agendas widely posted in advance. All meetings of the Board are open to the public, accessible to persons with disabilities, and comply with the Brown Act provisions. Further, all meetings provide an opportunity for members of the public to speak to the Board. All regularly scheduled board meetings are video recorded and replayed on the Santa Barbara Community Public Access Channel and archived and accessible on the College's website.

As a result of the election in 2010 and the election of 2012, there are no Board members who were present during the previous accreditation cycle. Limited experience as community college board members and high turnover created an opportunity for the Board to demonstrate its commitment to ongoing training and board orientations relevant to board roles and responsibilities.

In March 2012, the Commission issued a warning status in part due to noncompliance with board roles and responsibilities.<sup>634</sup> Three actions were called for by the Commission. First, the Board should receive additional and topic-specific training on the appropriate roles of the Board and Superintendent/President. Second, the Board should revise its code of ethics policy to align with Accreditation Standards and policies and comply with this policy. Finally, the Board should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Following a Special Report and team visit,<sup>635</sup> the Commission removed the Warning status in July 2013.<sup>636</sup> An additional Special Report was requested and provided to the Commission in March 2014,<sup>637</sup> demonstrating the District's complete and sustained compliance.

Since the warning, the Board has demonstrated its commitment to ongoing training regarding board roles and responsibilities that has furthered its understanding of a decision-making process that remains aware of and sensitive to the independent policy-making role of the body. These training sessions include:

- September/October 2012: Prospective Board Member Orientation
- December 2012: Brown Act and California Public Records Act Training
- January 2013: Effective Trustee Workshop
- January 2013: Appropriate Roles of the Board and Superintendent/President and the Requirements of Standard IV

<sup>634</sup> [ACCJC Letter of Accreditation Status March 26, 2012](#)

<sup>635</sup> [SBCC Special Report March 2013](#)

<sup>636</sup> [ACCJC Letter of Accreditation Status July 2013](#)

<sup>637</sup> [ACCJC Follow-Up Report March 2014 FINAL](#)

- August 2013: Board Roles and Responsibilities
- September/November 2014: Prospective Board Member Orientation
- December 2014: Brown Act, California Public Records Act, and Board Roles and Responsibilities.

The two Special Reports provide additional examples of the Board meeting and exceeding the three actions called for by the Commission.

The Board works in partnership with the administration and college leadership governance structure to advocate publicly for the institution and to ensure that the College is protected from undue influence. The Board recognizes that its role is to fulfill the mission of the institution and to be held accountable by the public for achieving this goal. The Board listens carefully to public input at each scheduled meeting. At the same time, the Board is aware that the public’s interest is in ensuring the elected Board advances the mission of the institution. The Board buffers the College from special interests and pressures which are not congruent with the College’s mission and purpose by exercising its responsibilities in a collegial manner and supporting and honoring the institution’s participatory governance structures, processes, and practices. Board members voice differences of opinion regarding campus issues; however, once a vote is taken, the governing Board acts as a whole, supporting the decisions of the majority.

The commitment to acting as a whole once a vote is taken is evidenced by board dialog, interchange, and commentary during the Board’s meetings. Further, its decision-making behavior is supported by examining the comments and outcomes in both the 2012-13 and 2013-14 Board self evaluations, as discussed at the June 27, 2013,<sup>638</sup> and June 12, 2014 Board meetings.<sup>639</sup> Of particular note, 100% in 2013 and 72% in 2014 of the Board ranked the statement “once the Board makes a decision, it acts as a whole” with marks of outstanding or excels. An additional marker is the rating for the following board self evaluation question: *cultivates and maintains constructive working relationships among Board members and between the Board and Superintendent/President*. In both 2013 and 2014 self evaluations, 100% ranked this statement with marks of outstanding, excels, or good. As documented in the minutes from the March 13, 2014 Board Interview meeting,<sup>640</sup> trustees indicated that, while they may not always reach a consensus on a vote, once a vote is taken it is final and supported by the entire board. Disagreements are heard, trustees listen to each other with respect, and policy decisions are made. A review of the board minutes from 2012 to the present, along with video recordings of those meetings, provide ample evidence of the absence of issues appearing for discussion once a vote has been taken. The absence of such actions and behaviors cited in the January 31, 2012 ACCJC findings,<sup>641</sup> attest to the Board’s redirection of its focus and efforts to work for the good of the College and reach decisions as a whole.

<sup>638</sup> [06-27-13 Board Minutes](#) (page 4)

<sup>639</sup> [Board 06-12-14 Minutes](#) (page 3)

<sup>640</sup> [03-13-14 Board Minutes](#) (page 3)

<sup>641</sup> [ACCJC Letter to Friedlander Details of Findings 1-31-12](#)

## Self Evaluation

The College meets the standard. The members of the governing Board are all elected officials who, by nature of their election by the public, reflect the public interest. The Board governs as an independent policy-making body in accordance with the authority granted and duties defined in law including Education Code Section 70902. The Board has consistently operated as a cohesive unit once a decision has been reached.

The Board reflects the public interest in board activities in providing various opportunities for community input and feedback by holding open-session board meetings and maintaining transparency by broadcasting meetings through public media. While the Board may reflect on the community perspective, as stated in the March 13, 2014 Board Interview meeting,<sup>642</sup> it also has a firm understanding of college process and governance. The Board is aware that the public's interest is in ensuring that the elected Board advances the mission of the institution and protects against undue influence by upholding the integrity and mission of the institution. A clear example of the Board making a unanimous decision that upholds the mission and integrity of college governance, while protecting against undue influence, is detailed in the decision to deactivate the men's intercollegiate tennis team.<sup>643, 644</sup> Various public constituents provided feedback in opposition to the vote.<sup>645</sup> A community petition was circulated online,<sup>646</sup> articles were written,<sup>647</sup> and further discussion continued.<sup>648</sup> The Board provided a platform for community input but stood by the College's decision that was made based on analysis of student interest, departmental focus, and alignment of the College's limited resources with the goals and mission of the College as a whole.

Another example of Board cohesion was the decision to order an election for the November 2014 bond measure. Following considerable dialog and debate, a vote was taken and the Board acted with a single voice.<sup>649</sup>

## Actionable Improvement Plan

None

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<sup>642</sup> [03-13-14 Board Minutes](#) (page 3)

<sup>643</sup> [04-24-14 Board Minutes](#) (page 6)

<sup>644</sup> [4-24-14 Board Attachments](#) (page 25)

<sup>645</sup> [01-09-14 Board Minutes](#) (page 2)

<sup>646</sup> [Change.org Petition Men's Tennis](#)

<sup>647</sup> [Noozhawk Editorial Men's Tennis](#)

<sup>648</sup> [01-23-14 Board Minutes](#)

<sup>649</sup> [Board 06-12-14 Minutes](#) (page 3)



**STANDARD IVB.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

## **Descriptive Summary**

In 2012 the College began a strategic process of reviewing and reassessing the mission statement. The new mission statement would serve as the foundation for the purposeful updating of board policies, annual board goals, and the *Educational Master Plan*. In 2012 the Board approved the hiring of a consultant with expertise in California Community College mission statement development and shared governance processes to assist the College in this effort.<sup>650</sup> On January 23, 2013, the College Planning Council held a retreat to compose a draft of the new mission statement. After extensive college wide consultation and final approval from the Superintendent/President, the Board of Trustees approved and adopted the College's current mission statement on April 25, 2013.<sup>651</sup> The updated mission statement is "As a public community college dedicated to the success of each student...Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all."

The College's *Educational Master Plan* (EMP),<sup>652</sup> enacts this new mission by placing those statements of values and purpose at the forefront of the Board's and College's planning efforts. Specifically, the EMP creates the context and structure through which the College identifies and pursues the strategic directions and goals which advance its mission and ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

In 2012 the Board approved and implemented a new process of establishing and communicating annual board goals. This step ensures a link among the governing board, the mission of the College, and the programs and services offered by the College. In addition to discussion and review at a public Board meeting each year, the Board goals are published on the College's website and provide a focus for the Board and institution. The goals are meant to inform the public of issues of importance to SBCC as it advances its mission and purpose. For example, the 2013-14 goals called for completing the *Educational Master Plan* and creating an integrated institutional planning framework.<sup>653</sup> The 2013-14 and 2014-15 goals include completing the update of all board policies and administrative procedures and ensuring a sustainable process to enhance institutional effectiveness.<sup>654</sup>

<sup>650</sup> [11-08-12 Board Minutes](#) (page 3)

<sup>651</sup> [04-25-13 Board Minutes](#) (page 5)

<sup>652</sup> [Educational Master Plan 2014](#)

<sup>653</sup> [08-22-13 Board Attachments](#) (Item 2.2)

<sup>654</sup> [08-28-14 Board Attachments](#) (Item 2.2)

In recognition that policies were out-of-date and needed both an update and alignment with the mission and accreditation standards, the Board approved the recommendation by the Superintendent/President to enlist the services of a consultant specializing in California Community College policy and procedure from the Community College League of California. In 2012-13, the consultant began working with the Board Policies and Administrative Procedures (BPAP) committee to conduct an extensive, detailed, and inclusive review of all policies and procedures. The review is scheduled to be completed in 2015.

As established in policy and procedure, the Board ensures the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them through the College's annual program review process established in BP 3255 Program Evaluation.<sup>655</sup> The program reviews ensure the relevancy and quality of educational programs and services through faculty, staff, and administrative review of the mission and goals for each area's educational or administrative unit. Program review provides an opportunity for departments, programs, and units to analyze data relevant to their performance, thus linking to the ongoing cycle of assessment and improvement. Administrative units identify the data they will collect over the coming year and identify both strengths and areas for improvement. For the Educational Programs program review, the data reviewed include enrollment and/or usage trends as well as student performance data based on Student Learning Outcomes at the course, department/program, and institutional level. In 2013-14, the College established the Program Evaluation Committee (PEC) which is responsible for reviewing all program reviews for quality, integrity, and for connections across areas.<sup>656, 657</sup> The first year that PEC analyzed program reviews was in 2014-15.

The college mission establishes the foundation for the annual program review process that includes an evaluation of each program along with goals linked to the *Educational Master Plan*. Further, the annual resource allocation process is incorporated into the program review process. Resource requests are written into the program review and linked, as applicable, to the *Educational Master Plan*. The requests are then reviewed by campus governance groups who then submit recommendations to the College Planning Council. This process is used to inform appropriate resource allocation decisions in support of the College's mission statement. (For a more complete discussion of the process, please see the Program Review segment of the Core Planning Structures section of this document.) The governing board establishes the annual budget following the principles in BP 6225 Principles of Budget Development.<sup>658</sup>

California Education Code 70902 provides the legislative authority for the Board to create policies in its governance of the College in accordance with law. Locally, this is evidenced by BP 2410 Board Policy and Administrative Procedure,<sup>659</sup> which defines board policies as statements of intent by the Board on a specific issue within its subject matter jurisdiction.

<sup>655</sup> [BP 3255 Program Evaluation](#)

<sup>656</sup> [BP 3255 Program Evaluation](#)

<sup>657</sup> [AP 3255 Program Evaluation](#)

<sup>658</sup> [BP 6225 Principles of Budget Development](#)

<sup>659</sup> [BP 2410 Board Policy and Administrative Procedure Rev. 11-18-14](#)

## Self Evaluation

The College meets the standard. The governing Board has demonstrated policy development that is consistent with the mission and that does ensure the quality, integrity, and improvement of student learning programs and services. The governing Board has established a budget with the necessary resources to support student learning programs and services. Program review requires alignment of unit goals with the board-approved *Educational Master Plan*. The updated board policies reflect new processes for program evaluation with the establishment of the Program Evaluation Committee (PEC).

Since 2012, the Board has set clear, up-to-date annual goals for itself that include specific language for institutional effectiveness, fiscal stability, and student success. For example, in 2014-15, a board goal is to “enhance the institution’s effectiveness by completing the update of all board policies and administrative procedures and ensuring a sustainable process is in place for regular policy and procedure review and update.” Another is to “provide leadership to support the educational goals of students by promoting effective academic, student support, and co-curricular programs and practices which contribute to student success outcomes and are aligned with the Seymour-Campbell Student Success Act of 2012 and the state’s Student Success and Support Program, ensure the implementation of the college’s Student Equity Plan, and support efforts to scale effective practices to address college readiness.”

The annual *Reflections on SBCC* survey asked if respondents agreed or disagreed with four statements related to board responsibilities, with the following results: “the Board establishes policies to assure quality programs and services” (6.5% in 2013 and 4% in 2014 disagree); “the Board assures institutional integrity” (8.6% in 2013 and 5.3% in 2014 disagree); “the Board assures institutional effectiveness” (7.4% in 2013 and 7.3% in 2014 disagree); and “the Board assures fiscal stability” (3.9% in 2013 and 5.9% in 2014 disagree). Several comments suggested a lack of knowledge or awareness of the Board’s role while others noticed improvement and confidence in the Board establishing policy.<sup>660, 661</sup>

The Board has clearly demonstrated its commitment to the quality, integrity, and improvement of student learning programs and services through its involvement in and approval of the College’s *Educational Master Plan*, updated Board policies, new mission statement, and the published annual board goals that assure program quality, institutional integrity, and the effectiveness of student learning and support programs.

## Actionable Improvement Plan

None

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<sup>660</sup> [2013 Reflections on SBCC](#) (page 35-36)

<sup>661</sup> [2014 Reflections on SBCC](#) (page 42-43)

## **STANDARD IVB.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### **Descriptive Summary**

Board Policy 2200 Board Duties and Responsibilities delineates the duties and responsibilities of the College's Board of Trustees.<sup>662</sup> Overarching this set of duties and responsibilities is the Board's role in ensuring the educational quality, legal health, and fiscal integrity of the institution. Specific aspects of these responsibilities are articulated in the aforementioned policy and grounded in the California Education Code, Section 70902 where the legal responsibilities of the local governing board are outlined, such as establishing policies, setting academic standards, and managing district property and financial matters.

As reflected in BP 3255 Program Evaluation and BP 3250 Institutional Planning,<sup>663, 664</sup> the Board establishes policies which require a systematic review of all educational programs and administrative units for the purpose of evaluating and improving them as well as integrating them with the institution's planning and budgeting processes. The Board upholds the standards, spirit, and intent of faculty primacy in this area as embodied in BP 2510 Participation in Local Decision-Making.<sup>665</sup> Standard IVA.3 further addresses these collegial governance processes.

The Board is responsible for all legal matters that come before the District, including personnel, litigation, collective bargaining, contractual relationships, student affairs, business affairs, and human resources. The Board delegates day-to-day operational oversight of this responsibility to the Superintendent/President (as outlined in BP 2430 Delegation of Authority to Superintendent/President),<sup>666</sup> who ensures district compliance with relevant laws, expectations, and regulatory compliance.

The Board ensures fiscal integrity through a set of policies which stipulates the parameters for financial management of the institution, including budget preparation, budget management, principles of budget development, and audits. On an operational level, this responsibility is manifested in the set of actions that the Board considers during its meetings, including the tentative and adopted budgets, mandatory financial reports to the California Community Colleges Chancellor's Office, audit findings, and related fiscal matters.

One element of the financial integrity of the institution is the district reserves. Strong reserves have always been the approach of the College, and they have ensured great safety and stability for the operation of the College. The district reserves have been discussed frequently in

<sup>662</sup> [BP 2200 Board Duties and Responsibilities Rev. 11-18-14](#)

<sup>663</sup> [BP 3255 Program Evaluation](#)

<sup>664</sup> [BP 3250 Institutional Planning Rev. 11-30-14](#)

<sup>665</sup> [BP 2510 Participation in Local Decision Making](#)

<sup>666</sup> [BP 2430 Delegation of Authority to Supt-President Rev. 11-18-14](#)

the past six years by the Fiscal Subcommittee of the Board and on occasion by the full Board of Trustees during regular board meetings. In February 2013, the Fiscal Subcommittee requested that a broader discussion take place within the campus community, which occurred via budget forums offered later that year and through discussion at CPC. The principles and framework for reserves were again discussed by the Fiscal Subcommittee in August and October 2013 in order to inform the board policy on reserves and the board policy on principles of budget development. The Board adopted a new policy, BP 6305 Reserves in May 2014,<sup>667</sup> which clearly establishes the reserve principles for the District.

In order to carry out its responsibility in the areas of educational quality, legal matters, and financial integrity, the Board remains informed and educated through ongoing board education and development, board meetings, and board committees. One board meeting each month provides greater breadth and depth of information necessary for the Board to exercise its role in overseeing these areas. Education on these matters is further accomplished through the Board's standing committee structure, most notably the Fiscal and Educational Policies Subcommittees.

The Fiscal Subcommittee typically meets one time per month and, as codified in its mission, has a three-fold purpose:

- to review and make timely recommendations on fiscal matters affecting the District including fiscal policy, the development and adoption of the budget, audits, bond measures, fundraising and other financial issues that may ultimately be presented to the SBCC Board of Trustees;
- to improve efficiency and effectiveness of the decision-making process for the SBCC Board of Trustees for all matters related to budget priorities, funding allocations, and general financial planning; and
- to evaluate annual budget compliance, monitor long range fiscal stability, and work with the District and Foundation to assure transparency of fiscal information to those within the College and in the community at large.

As codified in its mission, the Educational Policies Subcommittee meets to “review educational initiatives, trends, policies, and proposals that may ultimately be presented to the SBCC Board of Trustees in the form of policy recommendations or study topics.” Relying primarily upon the Academic Senate, the Board has reviewed and revised dozens of academic policies designed to establish quality education for students. Most notably, BP 4025 Philosophy and Criteria for AS Degree and GE and BP 4100 Graduation Requirements for Degrees and Certificates,<sup>668, 669</sup> and BP 4105 Distance Education were all updated in fall 2014.<sup>670</sup>

<sup>667</sup> [BP 6305 Reserves Rev. 5-10-14](#)

<sup>668</sup> [BP 4025 Philosophy\\_Criteria for Assoc Deg\\_GE Rev. 9-15-14](#)

<sup>669</sup> [BP 4100 Grad Req for Degrees\\_Cert Rev. 9-15-14](#)

<sup>670</sup> [BP 4105 Distance Education Rev. 9-15-14](#)

## Self Evaluation

The College meets the standard. The Board takes very seriously its responsibility for overseeing the educational quality, legal matters, and financial integrity of the institution. The Board reviews and discusses financial statements at regularly scheduled board meetings as well as all potential or pending litigation in closed sessions.

## Actionable Improvement Plan

None

**STANDARD IVB.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

## Descriptive Summary

The Board publishes all approved board policies and administrative procedures on the College's website. The Board's size, duties, responsibilities, structure, and operating procedures are specified through published governing board policy. Board Policy 2010 Board Membership addresses the Board's size with duties and responsibilities being addressed in Board Policy 2200 Board Duties and Responsibilities.<sup>671, 672</sup> The governing Board's structure is specified by Board Policy 2010 Board Membership as well as Board Policies 2210 Officers and BP 2220 Committees of the Board.<sup>673, 674</sup> Operating procedures are covered through Board Policies 2110 Vacancies on the Board,<sup>675</sup> BP 2305 Annual Organizational Meeting,<sup>676</sup> BP 2310 Regular Meetings of the Board,<sup>677</sup> BP 2315 Closed Sessions,<sup>678</sup> BP 2320 Special and Emergency Meetings,<sup>679</sup> BP 2330 Quorum and Voting,<sup>680</sup> BP 2340 Agendas,<sup>681</sup> BP 2345 Public Participation at Board Meetings,<sup>682</sup> BP 2720 Communications Among Board Members,<sup>683</sup> and BP 2725 Board Member Compensation.<sup>684</sup> Matters of ethics and conduct are addressed in Board Policy 2715 Code of Ethics/Standards of Practice.<sup>685</sup>

<sup>671</sup> [BP 2010 Board Membership Rev. 7-25-13](#)

<sup>672</sup> [BP 2200 Board Duties and Responsibilities Rev. 11-18-14](#)

<sup>673</sup> [BP 2210 Officers Rev. 7-25-13](#)

<sup>674</sup> [BP 2220 Committees of the Board Rev. 7-25-13](#)

<sup>675</sup> [BP 2110 Vacancies on the Board Rev. 7-25-13](#)

<sup>676</sup> [BP 2305 Annual Organizational Meeting Rev. 7-25-13](#)

<sup>677</sup> [BP 2310 Regular Meetings of the Board Rev. 7-25-13](#)

<sup>678</sup> [BP 2315 Closed Sessions Rev. 7-25-13](#)

<sup>679</sup> [BP 2320 Special and Emergency Meetings Rev. 7-25-13](#)

<sup>680</sup> [BP 2330 Quorum and Voting Rev. 7-25-13](#)

<sup>681</sup> [BP 2340 Agendas Rev. 7-25-13](#)

<sup>682</sup> [BP 2345 Public Participation at Board Meetings Rev. 7-25-13](#)

<sup>683</sup> [BP 2720 Communications Among Board Members Rev. 7-25-13](#)

<sup>684</sup> [BP 2725 Board Member Compensation Rev. 11-30-14](#)

<sup>685</sup> [BP 2715 Code of Ethics - Standards of Practice Rev. 11-18-14](#)

## Self Evaluation

The College meets the standard. In 2009 the College formed the Board Policies and Administrative Procedures (BPAP) committee to provide ongoing leadership to board policy and administrative review processes. In addition to a complete review of all board policies and administrative procedures between 2013 and 2015, the committee will regularly review board policies going forward. (More details on this process are contained in Standard IVB.1.e.) Each board policy is reviewed and edited by BPAP as well as by the participatory governance structure prior to its presentation to the Board as a whole. All board policies are voted on by the Board, and the board policies and administrative procedures are posted on the college website.

## Actionable Improvement Plan

None

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**STANDARD IVB.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

## Descriptive Summary

The Board of Trustees establishes policies by which its official actions are guided, and which provide a framework (i.e., policy direction) for the College, consistent with applicable laws and regulations. The policies provide the Board's scope of practice and set of responsibilities and shape the boundaries of board oversight of the College.

A new president hired in July 2012 redirected the Board in its review of policies and bylaws. With the support of the Board Policies and Administrative Procedures committee, the Board has reviewed and evaluated its policies over the past three years. Through that process, the administrative procedures have been changed to become the President's responsibility as referenced in Board Policy 2410: Board Policy and Administrative Procedure adopted July 25, 2013.<sup>686</sup> As noted within the policy, "The Board recognizes the role of the Superintendent/President in operationalizing Board Policy through administrative procedure. As part of the Board's oversight function, the Board will hold the Superintendent/President accountable for ensuring that administrative procedures are consistent with Board policies." Further, the regular cycle of evaluation

<sup>686</sup> [BP 2410 Board Policy and Administrative Procedure Rev. 11-18-14](#)

and revision called for in BP 2410 is outlined with more specificity in AP 2410 Board Policy and Administrative Procedure,<sup>687</sup> including dates for revisiting each chapter.

In March 2012, the College was placed on warning for violations of components in standard IV. As part of the process to aid in clarifying the role of the Board, a number of activities occurred. For example:

- The President reviewed with the Board the lists of standards regarding the role of the Board presented at the Accrediting Commission training session.
- The Academic Senate President reminded the Board of its role regarding curricular and educational program development issues.<sup>688</sup>
- The President addressed the board deficiencies in meeting the leadership and governance standards.<sup>689</sup>
- The Academic Senate President communicated the board interview questions on this standard.<sup>690</sup>

Between 2012 and 2014, two special reports were submitted to ACCJC in response to this warning. The Board’s adherence to policies and bylaws was confirmed when the College was removed from warning in June 2013 and further affirmed on a second visit in March 2014. The *Follow-Up Visiting Team Report* asserts that “The SBCC Board of Trustees has sustained the improvements that were noted in the 2013 Special Evaluation Report and has not only sustained those improvements but has continued to make progress on all three Commission Recommendations.”<sup>691</sup> This report documents the sustained resolution of the three Commission recommendations.

In addition, the Board has undergone a multi-year process to review and update all of its policies and administrative procedures. The Board engaged the consulting services of the Community College League of California to assist the institution in working through an inclusive process to review and revise each policy and administrative procedure and to ensure institutional involvement in this process.

## Self Evaluation

The College meets the standard. The Board understands that a primary value of a structure of policies accompanied by administrative procedures is to make clear the distinction between the legitimate policy function of the Board and the operational functions of administrative officials. In 2014, the great majority of members (85%) indicated “outstanding” or “excels” in regard to

<sup>687</sup> [AP 2410 Board Policy and Administrative Procedure Rev. 1\\_20\\_15](#)

<sup>688</sup> [01-23-14 Board Minutes](#) (pages 2-3)

<sup>689</sup> [Board 02-27-14 Minutes](#) (page 5)

<sup>690</sup> [Board 03-13-14 Minutes](#) (page 3)

<sup>691</sup> [2014 Follow-Up Report](#)



establishing policies consistent with the mission of the College.<sup>692</sup> Likewise, the same number regarded the Board’s code of ethics as clearly defined policy.<sup>693</sup> Since 2012, the Board has consistently acted in a manner that corresponds with its policies and bylaws. There has been a complete and thorough evaluation, with some revisions, of its policies and practices.

The Board has demonstrated sustained adherence to its bylaws and policies, and the Superintendent/President and the Board have made a concerted effort to make all practices transparent, which is reflected in the Board’s annual goals. The commitment to adhere to policy has been accomplished through a variety of means, including: the arrival of a new President who is sensitive to the Board’s role and continually reminds the Board of its responsibilities; hiring a consultant in 2012 who helped to review and align the College’s policies and procedures; implementing an orientation for candidates running for board election prior to election; providing thorough training and orientation of new board members once elected (most recently in December 2013<sup>694</sup> and December 2014<sup>695</sup>); and implementing ongoing orientation for the seated trustee post-election with an emphasis on board member roles. The Board has gained a well-defined sense of its obligations to the College and a clear sense of established guidelines. When the College was removed from warning, the President noted to the Board that it was, in part, due to its “hard work in demonstrating to the Accrediting Commission that they met the standards.”<sup>696</sup>

## Actionable Improvement Plan

None

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**STANDARD IVB.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## Descriptive Summary

The Board has an orientation program for potential new board members, conducted by the Superintendent/President, and made available to both sitting board members and prospective board members. The orientation takes place once a week for five weeks prior to a board election, and is taught by the Superintendent/President and senior administrators. Major topics include:

<sup>692</sup> [13-14 Board Evaluation](#) (page 7)

<sup>693</sup> [13-14 Board Evaluation](#) (page 12)

<sup>694</sup> [12-05-2013 Board Minutes](#) (agenda item 2.2)

<sup>695</sup> [12-11-2014 Board Minutes](#) (agenda item 5.8)

<sup>696</sup> [07-25-13 Board Minutes](#) (pages 3-4)

- California Community College system
- Master Plan for Higher Education
- Accreditation
- Participatory governance
- Roles and responsibilities of the Board of Trustees
- Budget
- SBCC’s student and employee population
- Educational programs
- Student support services
- Operational sectors of the College

In addition to the orientation, the practice of the Board is for the Board President to assign a sitting trustee as a mentor to a new board member. This practice has continued with the recent election in November 2014 and the seating of one newly elected board member.

Board members have the opportunity to attend the annual workshops and conferences sponsored by the Community College League of California (CCLC) including the Effective Trustee Workshop in January, the Board of Trustees conference in May, and the general CCLC conference in November.

Board Policy: 2110 Vacancies on the Board provides for continuity of membership:<sup>697</sup>

*Whenever a vacancy occurs, the Board either orders an election or makes a provisional appointment within 60 days of the vacancy or filing of a deferred resignation. If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy. If a provisional appointment is made, the person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term. The provisional appointment will be made by a majority public vote of the board members at a public meeting.*

The Board has a mechanism that provides for staggered terms of office in Board Policy 2100 Board Elections.<sup>698</sup> Elections shall be held every two years for four-year overlapping terms. Election to office for four trustees—one from Area 1, two from Area 3, and one from Area 4—shall alternate with election to office for three trustees—one from Area 2, one from Area 3, and one from Area 4. The voting areas were recently revised so members are elected by individual areas to better conform to the California Voter Rights Act.

<sup>697</sup> [BP 2110 Vacancies on the Board Rev. 7-25-13](#)

<sup>698</sup> [BP 2100 Board Elections Rev. 7-25-13](#)

## Self Evaluation

The College meets the standard. The Board has had a program for board development and a well-established new member orientation through two election cycles (2012 and 2014). It has a mechanism for providing for continuity of board membership and staggered terms of office as established in board policy. Since the elections of 2012, there are now board members who have served up to four years. With increased board experience and mandatory orientation, board effectiveness is better than it has been since 2010. The Board has continued to solidify its understanding of roles and responsibilities, as evidenced by its participation in numerous conferences and workshops.

## Actionable Improvement Plan

None

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**STANDARD IVB.1.g. The governing board’s self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

## Descriptive Summary

Board Policy 2745 Board Self Evaluation<sup>699</sup> defines the Board’s self evaluation process and includes reference to the instrument used, procedures employed, and timeline to be followed. The policy was most recently revised and approved by the Board in July 2013.

In March, a workgroup is formed to determine the instrument or process to be used in the Board’s self evaluation. Once the process and instrument have been approved by the Board, the work group need not be appointed every year unless the Board calls for a revision of existing process.

The Board conducts its self evaluation, including a presentation and discussion at a board meeting, no later than June of each year. The evaluation is used to identify accomplishments as well as set the annual board goals.

<sup>699</sup> [BP 2745 Board Self-Evaluation Rev. 11-18-14](#)

## Self Evaluation

The College meets the standard. The governing Board has an evaluation process for assessing board performance that is clearly defined in board policy. The Board has implemented its policy by consistently conducting an evaluation each year.<sup>700, 701, 702, 703, 704</sup> Following the creation of a new instrument in 2012,<sup>705, 706</sup> the Board used the same instrument.<sup>707, 708, 709</sup> Using the same instrument for two years allows for identification and analysis of any emerging trends in the practice and functioning of the Board.

## Actionable Improvement Plan

None

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**STANDARD IVB.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

## Descriptive Summary

The Board of Trustees defines its ethical practice in Board Policy 2715 Code of Ethics.<sup>710</sup> In January 2013 the Board began a comprehensive review of its policy regarding ethics. This revision clarified and strengthened the policy. The policy addresses violations and the need for ongoing ethics trainings. The Board reviews the Code of Ethics every December at the organizational meeting. In both its 2014 and 2013 self evaluation, a majority (72%) of the Board rated the code of ethics as a clearly defined policy for dealing with behavior that violates its code as “outstanding.”<sup>711, 712</sup> A review of minutes for meetings of the Academic Senate, College Planning Council, Associated Student Government, Curriculum Advisory Committee, and Board of Trustees shows no evidence that the Board has acted contrary to the board policy by inserting itself into the work of these groups.

<sup>700</sup> [05-13-10 Board Minutes](#) (page 3)

<sup>701</sup> [07-14-11 Board Minutes](#) (page 3)

<sup>702</sup> [07-27-12 Board Minutes](#) (page 2)

<sup>703</sup> [08-09-12 Board Special Meeting and Study Session Minutes](#) (page 3)

<sup>704</sup> [09-13-12 Board Special Meeting and Study Session Minutes](#) (page 3)

<sup>705</sup> [04-25-13 Board Minutes](#) (page 5)

<sup>706</sup> [05-23-13 Board Minutes](#) (page 4)

<sup>707</sup> [03-27-14 Board Minutes](#) (page 5)

<sup>708</sup> [06-27-13 Board Minutes](#) (page 4)

<sup>709</sup> [06-12-14 Board Minutes](#) (page 3)

<sup>710</sup> [BP 2715 Code of Ethics - Standards of Practice Rev. 11-18-14](#)

<sup>711</sup> [13-14 Board Eval](#) (page 12)

<sup>712</sup> [12-13 Board Self Eval](#) (page 11)

## Self Evaluation

The College meets the standard. The Board understands that effectiveness and public confidence are maximized by adherence to a high standard of ethical conduct. Additionally the Board understands the need for dealing with conduct that violates its code of ethics and standards of conduct, which will first be addressed by the Board President and the violator. If resolution of the violation is not reached, an ad hoc committee may be formed.

## Actionable Improvement Plan

None

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### **STANDARD IVB.1.i. The governing board is informed about and involved in the accreditation process.**

## Descriptive Summary

The Board is given updated information about the accreditation process as per Board Policy 3200 Accreditation,<sup>713</sup> via board reports and through the Superintendent/President's weekly Monday Morning Update emails when applicable.<sup>714, 715, 716, 717</sup> The Board reviews board policy on a recurring cycle, identifying the alignment of board policy to accreditation standards as appropriate. The Board reviews the *Institutional Self Evaluation*. Board members also attend workshops and conferences related to accreditation. As a result of the elections of 2010, 2012, and 2014, there are no current board members who have been through a full cycle of reaffirmation of accreditation.

## Self Evaluation

The College meets the standard. The Board of Trustees is well informed about and appropriately involved in the Accreditation process as evidenced in board agenda items, minutes, and recorded board sessions. Beginning in late 2013, and throughout 2014 and mid-2015, a report was given to the Board approximately once each month by the Accreditation Liaison Officer, or in his absence, the Superintendent/President. In the Board of Trustees 2013-2014 Self Assessment, the majority of members (85%) indicated the Board's involvement in the accreditation process as "outstanding."<sup>718</sup>

<sup>713</sup> [BP 3200 Accreditation Rev. 11-30-14](#)

<sup>714</sup> [12-12-13 Board Minutes](#) (page 4)

<sup>715</sup> [Board 2-27-14 Minutes](#) (page 5)

<sup>716</sup> [Board 3-13-14 Minutes](#) (page 3)

<sup>717</sup> [Board 3-27-14 Minutes](#) (page 4)

<sup>718</sup> [13-14 Board Eval](#) (page 13)

## Actionable Improvement Plan

None

**STANDARD IVB.1.j. The governing board has the responsibility for selecting and evaluating the chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.**

### Descriptive Summary

The Board of Trustees has the responsibility for selecting and evaluating the Superintendent/President as outlined in Board Policy 2431 Superintendent/President Selection and pursuant to State Regulations Education Code (Title 5 Section 53000).<sup>719</sup> The Board has put this policy into practice with the hiring of the current president in the spring of 2012. The policy states, “The Board shall establish a search and selection process to fill the vacancy” and “comply with relevant regulations and include input from key constituencies.”

The Board performs an evaluation of the Superintendent/President no later than June 30th each year. It is developed collaboratively to be consistent with the employment agreement and described Administrative Procedure 2435 Evaluation of Superintendent/President.<sup>720, 721</sup> The evaluation process stresses accountability and includes self evaluation, board assessment, and input from key internal stakeholders and the community. The Board follows the established evaluation procedure for the Superintendent/President and conducts the evaluation in closed session.<sup>722, 723, 724</sup> In addition to the formal evaluation in June, the Board and the Superintendent/President meet in closed session each January for mid-year checks.

Executive authority for administering board policies is granted to the Superintendent/President by Board Policy 2430 Delegation of Authority to Superintendent/President.<sup>725</sup> Delegation of responsibility and authority is given to the Superintendent/President except for non-delegable

<sup>719</sup> [BP 2431 Supt-President Selection Rev. 11-18-14](#)

<sup>720</sup> [BP 2435 Evaluation of Supt-President Rev. 11-18-14](#)

<sup>721</sup> [AP 2435 Evaluation of the Supt-President Rev. 11-18-14](#)

<sup>722</sup> [Board 05-22-14 Minutes](#) (page 7)

<sup>723</sup> [Board 06-12-14 Minutes](#) (page 4)

<sup>724</sup> [Board 06-27-13 Minutes](#) (page 8)

<sup>725</sup> [BP 2430 Delegation of Authority to Supt-President Rev. 11-18-14](#)

duties. The Superintendent/President serves as the professional advisor to the Board on policy formation and routinely shares with the Board reports and information on institutional effectiveness, progress on goals as defined in the College’s integrated planning documents, and the status of the budget.

All three policy documents above were reviewed and updated in July 2013.

## Self Evaluation

The College meets the standard. Guided by its policies, the Board has selected and evaluates the Superintendent/President of the College. The Board has delegated full responsibility and authority to her to implement the policies without interference while holding her accountable for the operation of the College.

The most recent selection process for the president, in 2012, exemplifies the rigorous implementation of the policy. The presidential selection process included broad-based participation of key constituents including the involvement of the entire campus through forums and email feedback solicitation. The hiring process was representative, inclusive, and effective in the successful hiring of the president.

In both the 2013 and 2014 Board of Trustees Self-Assessment, all board members agree that the Board delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without board interference.<sup>726, 727</sup> This has also been clearly established in Board Policy BP 2430. In the Superintendent/President 2012-2013 Goals, she had responded to and addressed the three recommendations from the Commission as the top priority.<sup>728</sup> Then in 2013-14, in addition to continued efforts with the Commission recommendations, she also had a goal to “ensure an effective working relationship with the Board of Trustees in general and the Board President, in particular.”<sup>729</sup>

In each of the most recent three years, since the hiring of the current president, the evaluation has taken place in closed session by the deadline. In an interview with the president, she has indicated that the evaluation is collaborative, consistent with their agreement, and underscores accountability.

## Actionable Improvement Plan

None

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<sup>726</sup> [13-14 Board Evaluation](#) (page 14)

<sup>727</sup> [12-13 Board Self Evaluation](#) (page 13)

<sup>728</sup> [President Goals 2012-2013](#)

<sup>729</sup> [President Goals 2013-2014](#)

## STANDARD IVB.2

**The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**STANDARD IVB.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. She delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### Descriptive Summary

The size and complexity of Santa Barbara City College can be seen through the institution's diverse student population, its thousands of degrees and certificates conferred, its personnel pool of over a thousand employees, and by its annual unduplicated student headcount of 30,687.<sup>730</sup> The institution's purpose is defined through its mission.<sup>731</sup> To support the mission amidst this complexity, the president oversees an administrative structure encompassing administrative and academic units, including student support services. Further, each year the president establishes goals that recognize her responsibility for board relations, fiscal oversight, and institutional effectiveness.<sup>732</sup> For planning, overseeing, and evaluating the administrative structure, the president relies largely on the President's Cabinet (PC) and the College Planning Council (CPC).

The President's Cabinet is led by the president and is comprised of the following membership:

- Executive Vice President, Educational Programs
- Vice President, Business Services
- Vice President, Human Resources
- Vice President, Information Technology

The President's Cabinet is regularly augmented, and known as President's Cabinet Plus (PC+), to include the Academic Senate President, Classified Consultation Group Chair, and two representatives from the Advancing Leadership Committee. Further, alternating meetings of PC+ include all of the Educational Program deans.

<sup>730</sup> [College Facts](#)

<sup>731</sup> [BP 1200 Mission Rev 11-14-14](#)

<sup>732</sup> [2014-2015 President Goals](#)



The College Planning Council is the broad-based constituent body chartered as an advisory body to the president that has the responsibility for institutional planning, resource allocation, and other matters of the College. Chaired by the president, CPC includes the four vice presidents, representatives from faculty, classified staff, management, and one student representative.

The administrative structure of the District is narrow at the top but very distributed through CPC, the deans, and the established governance structure. The operational aspects of the District are managed through the vice presidents and their directors, supervisors, and managers. Educational programs are managed through the Executive Vice President and the deans and department chairs. The president delegates authority and maintains high expectations and holds management accountable, as demonstrated in the management evaluation process,<sup>733</sup> for empowering others to successfully carry out the decisions reached at the College Planning Council and the directions of the president in execution of board policy. In 2013-14, for example, CPC recommended the creation of the Program Evaluation Committee and the Institutional Effectiveness Committee,<sup>734</sup> and established a procedure for addressing staffing needs districtwide.<sup>735, 736</sup> These three initiatives were implemented via the established distributed governance processes.

According to the results of the *Reflections on SBCC 2014* survey,<sup>737</sup> the president leads the institution in promoting and fostering quality programs and services (77% agree), institutional integrity (74% agree), institutional effectiveness (74% agree), and fiscal stability (71% agree). A similar response rate was found in the *Reflections on SBCC 2013* survey.<sup>738</sup> The comments in the *Reflections* survey (pp. 38-39) suggest that respondents see a remarkable leader who is transparent in decision-making and very communicative with the community. This overwhelming support was also reported in the two special surveys completed in spring 2013 for the special report to the Commission.

## Self Evaluation

The College meets the standard. The president plans, oversees, and evaluates the administrative structure and delegates authority as appropriate. The president delegates authority over the academic structure to the Executive Vice President, Educational Programs who, in turn, delegates authority through the Deans' Council, the Educational Programs Coordination Council (EPCC), department chairs, and directors. The president delegates authority over administrative units to the Vice President of Business Services, Vice President of Human Resources, and Vice President of Information Technology who delegate authority through directors and supervisors. This distributed leadership has served the District well. In the Follow-Up Report of the March 2014

<sup>733</sup> [Management Evaluation Packet](#)

<sup>734</sup> [CPC 12-10-13 Minutes](#) (page 3)

<sup>735</sup> [CPC 05-07-13 Minutes](#) (pages 2-3)

<sup>736</sup> [CPC 05-21-13 Minutes](#) (page 2)

<sup>737</sup> [2014 Reflections on SBCC](#) (pages 44-46)

<sup>738</sup> [2013 Reflections on SBCC](#) (pages 37-39)

visiting team, they write “one person described it as a ‘golden era’ for SBCC. That is, in this person’s view, the College’s participatory governance process is working as smoothly and collaboratively as it ever has at any time in the past.”<sup>739</sup>

The President’s Cabinet is the primary leadership team responsible for the day-to-day operations of the College and for implementing recommendations of the College Planning Council.

The creation of the Program Evaluation Committee and the Institutional Effectiveness Committee, along with subsequent enhancements to the program review process and implementation of a regular cycle of self evaluation, have strengthened the president’s ability to plan, oversee, and evaluate the administrative structure of the organization.

The institution evaluates its administrative structure through frequent assessment of staffing needs, organizational structure, and the institutionalized program review process. Further, circumstances such as budget reductions and vacant positions provide opportunities for assessment of administrative structure and staffing needs. For example, in 2011-12 the Student Support Services administrative structure was realigned due to a reduction of one administrative management position. Two existing administrative management positions were expanded to absorb those duties and to efficiently integrate departments and services across Student Support Services. Similar circumstances have led to administrative and management reorganizations within Human Resources and Administrative Services during 2012-13. A staffing priorities ad hoc committee of the College Planning Council designed and implemented a process to add new classified positions, and three new classified staff positions were added in 2014. An example of institutional improvement as a result of evaluation was the dynamic reorganization of Academic Technology Support that has long been a part of Educational Programs and was recently moved to Information Technology to better align the services with the District’s technology needs.

After an evaluation of noncredit and personal enrichment offerings and with consideration of the conversion of state-funded noncredit personal enrichment oriented courses to fee-based offerings, the decision was made in 2012 to integrate the Continuing Education Division into the College as a whole. This reorganization was fully implemented in the 2013-14 academic year.

## Actionable Improvement Plan

None

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<sup>739</sup> [2014 Follow-Up Report](#) (page 8)

**STANDARD IVB.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

## **Descriptive Summary**

The president guides the institution and has established a collegial process that sets values, goals, and priorities through the strengthening of the College’s participatory governance bodies. The College Planning Council (guided by the president), Academic Senate, and the Associated Student Government are participatory governance bodies that all participate in the establishment of values, goals, and priorities of the District. A recent example is the agreement across constituencies on the replacement hiring priorities following several years of budget cuts as well as a process for adding new staff positions based upon the needs of the District. The President’s Cabinet also operates in a collegial environment guided by the values, goals, and priorities set by the president.

The president ensures that evaluation and planning rely on high quality research through the Office of Institutional Assessment, Research, and Planning, which reports directly to the president. Institutional Assessment, Research, and Planning provides data and research supporting ongoing programs and grants, designs and implements surveys, publishes an annual *Institutional Effectiveness Report*, and provides data and analysis to support program review and other institutional planning, allocation, and decision-making processes. Led by the Senior Director of Institutional Assessment, Research, and Planning, the newly created Institutional Effectiveness Committee (IEC) provides leadership, review, and analysis to the governance groups. The Office of Institutional Assessment, Research, and Planning analyzes both internal and external conditions which impact institutional performance and learning outcomes. An example of internal conditions include evaluation of instructional modes; external conditions include such factors as preparation of first-time students.

The president ensures that educational planning is integrated with resource planning and distribution. Through the president’s leadership, the College formed the Integrated Planning Workgroup (IPW) to guide the creation of the *Educational Master Plan* in 2013.<sup>740</sup> The IPW was headed

<sup>740</sup> [Educational Master Plan 2014](#)

by the Senior Director of Institutional Assessment, Research, and Planning, with the goal of improving the integration of the mission statement, *Educational Master Plan*, *District Technology Plan*, program review, and other planning processes and documents. Upon completion of the *Educational Master Plan*, this workgroup evolved into the Institutional Effectiveness Committee.

Resource allocation is closely linked with the integrated planning processes. When units make requests for resources, they must demonstrate how these link to program and college goals. A well-established ranking process is carried out by the appropriate committees most knowledgeable in each resource area. A complete description of these processes is contained in the Core Planning Structures section of this document, particularly in the descriptions of Program Review, Integrated Planning, and the Program Evaluation Committee.

Analysis of performance on Student Learning Outcomes is a required part of the program review process. All units must provide analysis of three main areas regarding Student Learning Outcome assessment: analysis of student performance data, evaluation of strategies implemented to improve performance on these Student Learning Outcomes, and documentation of the SLO implementation cycle. The Program Evaluation Committee then reviews all aspects of the program reviews and provides feedback on them.

The president, through the College Planning Council, established procedures to evaluate overall institutional planning and implementation. The Institutional Effectiveness Committee (IEC) acts as a focal point for analysis and discussion of student outcome and achievement data, makes recommendations to the College Planning Council based on these analyses, provides input into the prioritization of research projects, and fosters institution wide dialog and ongoing assessment of the institution's effectiveness in supporting student learning.

In the *Reflections on SBCC 2014* survey,<sup>741</sup> seventy-seven percent agree the president leads the institution in promoting and fostering quality programs and services and 74% agree she leads the institution effectively.

## Self Evaluation

The College meets the standard. In the past two years, the College has made significant improvements to its planning under the leadership of the president. The president has guided the institutional improvement of the teaching and learning environment by using the vehicle of college governance and specifically the College Planning Council (CPC). As chair, she has been responsible for setting goals, priorities, and overall institutional planning. The president inspired a new vision for the *Educational Master Plan* by providing clear direction to the Director for Institutional Assessment, Research, and Planning and in turn to the consultant used to support creation of the plan. The focus of this plan development was to be lean and functional but with very broad-based input into the plan from all constituent groups. Several day-long retreats provided opportunities for CPC members to think more deeply about planning, resource allocation, student learning, and overall institutional effectiveness. The creation of the Institutional Effectiveness Committee further supports high-quality research and evaluation of factors that impact student

<sup>741</sup> [2014 Reflections on SBCC](#)

and institutional performance. The integrated program review process includes analysis of Student Learning Outcome data, and the Program Evaluation Committee regularly reviews these entries. College committees analyze resource requests and make recommendations to CPC based on program and college goals. As the chair of CPC, the president provides guidance and structure to these integrated planning processes.

## Actionable Improvement Plan

None

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**STANDARD IVB.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

## Descriptive Summary

Santa Barbara City College Board Policy 2410 Board Policy and Administrative Procedure,<sup>742</sup> derived from California Education Code 70902, authorizes the Board to create policy and delegates the authority to implement statutes, regulations, and governing board policies to the Superintendent/President. Governing board policies are implemented through the administrative procedures issued and revised by the president, in consultation with the appropriate participatory governance groups as stipulated in Board Policy 2510 Participation in Local Decision Making.<sup>743</sup>

Working with the District's legal counsel, Community College League of California, and the California Community Colleges Chancellor's Office, the president maintains currency and knowledge with regard to statutes, regulations, and board policies in order to know what impacts the institution. Through the President's Council and College Planning Council, she ensures those on her staff who have direct responsibility in key areas affected by laws, regulations, and policies maintain their currency and knowledge base. Further, the president delegates to those staff who have programmatic oversight the responsibility to implement these statutes, regulations, policies, and procedures. Each year, the Superintendent/President presents her goals for the coming year. In the most recent two years, they have included goals related to accreditation and institutional effectiveness.<sup>744, 745</sup>

<sup>742</sup> [BP 2410 Board Policy and Administrative Procedure Rev. 11-18-14](#)

<sup>743</sup> [BP 2510 Participation in Local Decision Making](#)

<sup>744</sup> [President Goals 2012-2013](#)

<sup>745</sup> [President Goals 2013-2014](#)

The president assures that institutional practices are consistent with the institutional mission by having a mission statement that is regularly reviewed and from which all planning and institutional vision emanates. In her 2012-13 goals, she identified “implement and complete the process for reviewing the College’s mission statement” as a priority under institutional effectiveness and did in fact complete that process.<sup>746</sup> Ongoing review and evaluation of the board policies and administrative procedures take place through the Board Policies and Administrative Procedures (BPAP) committee. The College engaged the services of a consultant to assist BPAP in reviewing all policies and procedures.

Through the review of policies and procedures, the president is actively engaged in making certain that college policies are up-to-date and reflective of the College's vision, character, and goals so that college practices are effectively driven by the college mission and policies.

In the *Reflections on SBCC 2014* survey,<sup>747</sup> 73% agree the president leads the institution in promoting and fostering integrity.

### **Self Evaluation**

The College meets the standard. The president assures the implementation of statutes, regulations, and governing board policies, using the authority granted to her by the Board of Trustees, by providing guidance to the Board Policies and Administrative Procedures (BPAP) committee, members of the President’s Cabinet, and district staff. She works closely with BPAP on the board policy reviews and approves all administrative procedures for the District. She assures the statutes, regulations, and policies are disseminated and understood by the college community. This oversight and review assures that institutional practices are consistent with institutional mission and policies.

### **Actionable Improvement Plan**

None

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## **STANDARD IVB.2.d. The president effectively controls budget and expenditures.**

### **Descriptive Summary**

The current president assumed office in July 2012. At the very first College Planning Council (CPC) meetings in her tenancy,<sup>748</sup> the president emphasized the importance of a balanced budget,

<sup>746</sup> [President Goals 2012-2013](#)

<sup>747</sup> [2014 Reflections on SBCC](#)

<sup>748</sup> [07-17-12 CPC Minutes](#) (page 4)

as called for in Board Policy 6225 Principles of Budget Development),<sup>749</sup> and of controlling the largest portion of the budget: salaries and benefits. She called for the creation of a process for prioritizing and capping the number of vacant positions to be filled. The process was worked out among the various shared governance groups and successfully implemented in a relatively short time.

The Superintendent/President clearly identified fiscal stability in her 2012-13 goals: for example, to “develop a structurally balanced budget for 2013-14.”<sup>750</sup> This manifested at the November 20, 2012 CPC meeting,<sup>751</sup> where she introduced the zero-based budgeting process as a means of re-calibrating the budget after a five-year recession and as the model to be used for the 2013-14 budget cycle. Instead of rolling over prior-year budgets, each budget manager built budget requests from zero, prioritizing each line item. This was followed up in 2013-14 with another review and fine-tuning of the budget in each area. CPC was an integral and key player in this budget-balancing process. It continues to be the central player and voice for matters relating to budget and planning. The members of CPC have helped operationalize the College’s efforts to manage the budget and provide fiscal oversight and integrity. Given the instability of the state budget, the president must be prudent in balancing the needs emanating from five years of recession with the reality of fixed costs.

The president’s 2012-13 goals also included a goal to “develop and launch a fiscally sustainable and programmatically sound structure for Continuing Education.” The president supported and worked closely with the Executive Vice President of Educational Programs on the reorganization of the Continuing Education Division, which resulted in significant savings through the conversion of courses that are no longer state-supported into self-sustaining fee-based courses, while still maintaining an important community resource.

Although the institution received a commendation for its program review process in the most recent Reaffirmation of Accreditation (2009), the president has initiated a re-evaluation of the process, seeking further improvements and efficiencies in processes related to resource allocation. In spring 2014, the College Planning Council approved the *Program Review User Guide* to improve the resource allocation process.<sup>752</sup> In addition, in May 2014 the Board approved an updated policy on reserves; Board Policy 6305 Reserves.<sup>753</sup>

There is significant evidence that the president is capably and proactively controlling budget and expenditures. In the *Reflections on SBCC 2014* survey,<sup>754</sup> 71% agree the president leads the institution in promoting and fostering fiscal stability.

<sup>749</sup> [BP 6225 Principles of Budget Development](#)

<sup>750</sup> [President Goals 2012-2013](#)

<sup>751</sup> [CPC 11-20-12 Minutes](#)

<sup>752</sup> [FINAL Program Review Instructions-Guidelines 2014-2015 5-20-2014](#)

<sup>753</sup> [BP 6305 Reserves Rev. 5-10-14](#)

<sup>754</sup> [2014 Reflections on SBCC](#)

## Self Evaluation

The College meets the standard. The president effectively controls budget and expenditures through regular review and assessment. She relies heavily on the College Planning Council to provide oversight, identify funding needs, and to manage the budget to support the College.

## Actionable Improvement Plan

None

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**STANDARD IVB.2.e. The president works and communicates effectively with the communities served by the institution.**

## Descriptive Summary

The president’s belief in transparency and open communication is evident in all of her interactions with campus constituents and members of the community. She is an effective communicator, both in person and in writing.

### *Internal/Campus Community*

- Distributes weekly campus wide Monday Morning Update email in which pertinent topics and recent updates are discussed.
- Takes regular “campus walks” to talk informally with students about their classes, goals, and concerns.
- Has expanded attendance at the weekly President’s Cabinet meetings to periodically include representatives from the major governance groups (called PC+).
- Arranges or attends workshops and retreats for such governance groups as Board of Trustees, President’s Cabinet, College Planning Council, and Academic Senate.
- Schedules periodic breakfasts/lunches with administrative groups such as Deans’ Council and presides over monthly management meetings. Managers are encouraged to bring up rumors and myths circulating around campus and are provided with correct information to dispel them.
- Schedules lunches with individual departments which provide an opportunity for the management and staff of a department to communicate informally with the president.
- Has instituted “All Campus Day” to kick off each academic year to include all faculty, classified employees, and management. Known more traditionally as “in-service,” this professional development activity had previously been geared primarily to a faculty



audience. In its current form, the agenda is inclusive of all groups, and the communications provided are valuable for all.

- Hosts campus forums to update faculty, management, and staff on such issues as annual budget, proposed bond measure, and facilities master planning.

### ***External/General Community***

- Engages with appropriate City and County agencies to address common issues such as housing, transit, circulation, and parking.
- With leadership by the Board of Trustees, arranged for the establishment of an advisory neighborhood task force to engage in dialog about “town/gown” issues in the neighborhoods adjacent to main campus.
- Works with City and County officials as well as UCSB administration to address safety issues for college students who reside in nearby Isla Vista. Activities include membership on Isla Vista Safe Task Force and periodically patrolling the area with the Isla Vista Foot Patrol.
- Regularly meets with other college leaders in the area including UCSB, Antioch, Westmont, Fielding Institute, CSU Channel Islands, and Ventura County Community College District.
- Speaks on a periodic basis about SBCC to service clubs such as Rotary and Channel City Club.
- Hosts community forums for updates on such college topics as the noncredit program or *Facilities Master Plan*.
- Quoted on a regular basis in media coverage regarding SBCC and other higher education issues. The president makes herself available on a timely basis for reporters’ interviews and questions.
- Takes an active leadership role in the community, serving on such diverse boards as Cottage Health System and Partners in Education and on the advisory councils for the Scholarship Foundation of Santa Barbara and YMCA. She is also a member of the steering committee for Fighting Back (drug and alcohol prevention), South Coast Executives, and the Santa Barbara Chamber of Commerce.

### **Self Evaluation**

The College meets the standard. The president is an effective communicator both with campus constituencies and the community at large through personal engagement as reflected by her campus walks, open door policy, speaking engagements, and numerous articles in the local media. Additionally, the president keeps the campus community informed through her weekly updates, all campus day, and numerous meetings with campus constituency groups.

### **Actionable Improvement Plan**

None

## **STANDARD IVB.3**

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

### **Descriptive Summary**

This standard is not applicable because SBCC is a single-college district.



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