Institutional Self Study for Reaffirmation of Accreditation

Prepared and Submitted by:

Santa Barbara City College 721 Cliff Drive Santa Barbara, CA 93109-2394

June 2009

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



CERTIFICATION OF THE INSTITUTIONAL SELF STUDY JUNE 2009

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, California 93109-2394

This Comprehensive Institutional Self study 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. Andreea M. Serban Superintendent/President

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Ms. Camila Avendano President, Associated Student Body

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Dr. Kathryn O. Alexander President, Board of Trustees

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Ms. Liz Auchincloss President, CSEA

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Introduction: History and Description of the College



SANTA BARBARA CITY COLLEGE

1 Introduction: History and Description of the College

The College

Santa Barbara City College (SBCC) is a comprehensive community college serving the south coast of Santa Barbara County. Established in 1909, SBCC is renowned as one of the leading two-year community colleges in California and the nation. The College is one of 110 California community colleges organized under the California Education Code. As such, it is subject to the decisions of the California Legislature and, as defined by law, the California Community Colleges Board of Governors. It is also responsible to its local constituency through an elected Board of Trustees, the primary policy-making body for the College.

SBCC offers an extensive program of postsecondary education that is responsive to the needs of the local community. A wide range of associate degree and certificate programs is available, as are transfer programs that provide the first two years of study toward the baccalaureate degree. A variety of general educational opportunities, both credit and noncredit, is also available for persons wishing to develop new or expanded career technical skills, or to broaden their cultural perspectives or artistic talents. Through its Continuing Education Division, the College also offers a program in basic reading, writing and math, assisting adults in developing their fundamental skills as they achieve their goals. Citizenship and English as a Second Language classes are also offered.

The College's programs address economic development, on-site workforce training, skills enhancement, job training and lifelong learning opportunities. To serve the many needs of students, a variety of student service programs is provided, including academic, transfer and personal counseling, financial aid, and career guidance. Specific programs are also available for reentry students, the physically disabled and the economically disadvantaged.

In addition to attracting students from the local community, SBCC also attracts many students from throughout the State, nation, and from many international locations. Students range in age from under 18 to over 80 years and represent a wide range of ethnic and economic groups. SBCC is committed to making its educational programs accessible to cultural, ethnic and age groups that have traditionally been under-served by postsecondary education. Means for achieving this goal include outreach, testing and assessment, counseling and placement, developmental education and special retention programs, such as peer counseling and tutoring.

The College recognizes that the goals of today's students are as diverse as the students themselves. Hence, SBCC attempts to provide programs compatible with a wide range of goals and to assist in goals clarification, when appropriate. Among principal commitments of the College are the broadening of the individual's view of educational possibilities that are available, and assisting students in formulating and carrying out a plan to achieve selected goals.

1.1

Continuing Education Division

Originally named the Santa Barbara Adult Education Program, the Santa Barbara Continuing Education Division began as a "permanent school department" in October 1919. The first classes taught focused on citizenship and English as a Second Language. Additional classes in a variety of topics were added as community interest grew.

By the late seventies, the Continuing Education Division outgrew its classroom space at its downtown location. At this time several elementary schools were available for purchase. In 1978, SBCC purchased the Cathedral Oaks Elementary School at 300 North Turnpike Road. The facility was later dedicated as the Selmer O. Wake Continuing Education Center to honor the program's former director.

In 1981, the original continuing education center in the downtown area was sold. The proceeds from the sale enabled SBCC to purchase Garfield Elementary School also located in the downtown area of Santa Barbara. The facility was dedicated as the Alice F. Schott Continuing Education Center to honor Alice Schott for her generous gift of property that served as the program's initial geographic location and foundation.

This is the 90th year of Continuing Education in Santa Barbara, and the 50th year in which the program has been administered by the Continuing Education Division of SBCC. The division is guided by a Santa Barbara Citizens' Continuing Education Advisory Council. Continuing Education offerings provide opportunities for the self-realization of individual adults as wage-earners and as social and creative beings. With approximately 50,000 area residents enrolled in an average of at least two Continuing Education classes each year, these various non-credit offerings contribute educational experiences for the lifelong growth of every citizen in order to make the community a better place in which to live.

Though some classes have optional materials fees, the majority of Continuing Education classes are state-supported and do not require an enrollment fee. Non-state funded courses are supported by student fees and private donations. State-supported courses are offered in the following areas: parenting; elementary and secondary basic skills such as the Adult High School and General Education Degree program; English as a second language; citizenship; career technical education; home economics; health and safety education; and education for older adults. Additional courses offered each term include environmental education and current events which are provided as a community service and are not state-supported.

The division also offers student support services which include assessment, orientation, admissions assistance, advising and counseling, follow-up and outreach services. Continuing Education has two student service offices, one at the Wake Center in the Goleta area and the other at the Schott Center in Santa Barbara. The division also has a Citizenship Center, which provides citizenship support services to assist in the naturalization process and to promote U.S. citizenship, and a Computers in Our Future Center that offers free and low-cost access to training in computer technology for local low-income residents, particularly young people.

1.2



Location

Students at SBCC study in one of the most beautiful locations in the world. Santa Barbara is a city of 105,000 people, located on California's picturesque southcentral coast "where the mountains meet the sea." Devoid of heavy industry, it is renowned as a cultural and educational center.

Santa Barbara is far enough away from California's big cities to avoid the characteristic hectic pace and congestion; yet close enough to partake of their many cultural advantages. Nearly half of Santa Barbara's streets terminate along one of the nation's loveliest white sand beaches. Many other roads lead to the gently sloping foothills of the Santa Ynez Mountain Range, where travelers are treated to superb views of the city and the offshore Channel Islands. Santa Barbara's early California architecture, abundant flora, and mild year-round climate, in addition to mountains, sea and sand, make for a unique atmosphere in which to live and study.



History

SBCC was established by the Santa Barbara High School District in 1909, making it one of the oldest community colleges in California. The College was discontinued shortly after World War I, and its work largely taken over by the Santa Barbara State Normal School, which became the Santa Barbara State College and, later, the University of California, Santa Barbara.



SBCC was reorganized by the high school district in the fall of 1946. Called Santa Barbara Junior College from its inception, the Santa Barbara Board of Education formally changed the name to Santa Barbara City College in July 1959. Also in the summer of 1959, the institution moved to its present and permanent location on the Santa Barbara Mesa, former site of the University of California at Santa Barbara. Situated on a 74-acre bluff, the campus overlooks the harbor and Pacific Ocean. Passage of a 1969 construction bond issue and a 1973 land acquisition bond issue ensured that the College would have a single, consolidated Main Campus. In 1965, the Carpinteria Unified School District was annexed to the Santa Barbara Junior College District. That same year, the Santa Barbara Junior College District became a separate governing authority under the control of its own popularly elected Board of Trustees. On July 1, 1971, the name of the district was changed to Santa Barbara Community College District.

Since its reorganization following World War II, College growth has been rapid, both in enrollment and course offerings. Close to 20,000 students are currently enrolled in day and evening credit classes, and some 50,000 individuals enroll annually in noncredit Continuing Education Division classes.

In June 2008, Measure V was passed by the local community. This bond was the first to pass for the College since 1973. With a 70% approval, Measure V authorized SBCC to issue up to \$77.2 million in bonds to fund core infrastructure projects. Projects include modernizing aging classrooms and laboratories, improving facilities for career technical programs such as nursing and radiography, making all buildings and classrooms accessible to individuals with disabilities, and implementing and improving green building standards and sustainability. This accomplishment will continue the SBCC tradition of offering high-quality programs in both the credit and non-credit divisions.

An approaching milestone for SBCC is its 100th anniversary of offering quality academic and career technical education courses for a diverse student population and educational activities for the life-long learner. The 2009-2010 academic year will feature activities and celebrations honoring the strong commitment SBCC has maintained in providing affordable, accessible, and high-quality programs to the local community and the State.

Community, District and Student Demographics and Data



SANTA BARBARA CITY COLLEGE

2 Community, District and Student Demographics and Data

The Community

The Santa Barbara Community College District is a single college district. Its service area is the "South Coast". This is the region in Santa Barbara County south of the Santa Ynez range, from Carpinteria to Gaviota. In 2008, the total population of the South Coast area was 202,221 with an equal distribution by gender and 31% Hispanic representation. The average age was 38 and the median age was 35. Of the total population, 128,994 were 25 or older. In terms of highest educational attainment for this group, 16% had a high school diploma, 21% some college but no degree, 7% had an associate degree, 24% had a bachelor's degree, 16% had graduate degrees and 16% did not have a high school diploma. The South Coast growth in population has averaged 1.2% per year over the last ten years. This low growth rate is projected to continue.

The number of graduates from local feeder high schools has fluctuated from 1,599 in 2002-03 to a high of 1,736 in 2007-08. After reaching this high peak in 2007-08, the number of graduates is projected to decline over the next five to ten years.

2 Student Learning, Achievement and Development

Accountability Reporting

In response to AB 1417 (2004, Pacheco), Performance Framework for the Community Colleges, the California Community Colleges Chancellor's Office (CCCCO) developed a framework of accountability formally known as Accountability Reporting for the Community Colleges (ARCC). Tracking the success of students in meeting their educational goals is the primary focus of this assessment effort. The first ARCC report was released by the Chancellor's Office in March 2007, and the results for SBCC students compared to the statewide average and our peer groups on each of the performance measures in 2007, 2008, and 2009 are summarized below (see Tables 2.1, 2.2, 2.3). In both 2008 and 2009, SBCC performed above the peer group average on all measures, which marks an improvement over the College's performance in 2007 where SBCC was above the peer group average in only four of the six measures. SBCC students performed at higher levels than students statewide on all measures in all three years. Also of note is that SBCC was at the top of its peer group in 2009 for the measure "Annual Successful Course Completion Rate for Credit Basic Skills Courses." Peer groupings are based on factors that were found to predict each individual measure. Colleges that have similar profiles related to these factors are grouped together to form the peer groups for each measure.

2.1

Community, District and Student Demographics and Data

SBCC vs. Peer Group and Statewide Performance on ARCC Measures in 2009

		Р	eer Grou	р	
ARCC Measure	SBCC	Avg	High	Low	Statewide
Student Progress and Achievement (i.e., degree, certificate, transfer)	61.5%	58.8%	69.3%	51.3%	51.8%
Percent of Students Who Earned at Least 30 Units	74.3%	71.1%	78.4%	63.2%	71.2%
Persistence Rate (Fall to Fall)	70.4%	69.3%	80.6%	53.8%	69.2%
Annual Successful Course Completion Rate for Credit Vocational Courses	80.0%	74.5%	85.4%	67.0%	77.7%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	65.7%	59.1%	65.7%	48.6%	60.5%
Improvement Rate for Credit Basic Skills Courses	59.7%	52.6%	62.0%	36.5%	50.1%
Improvement Rate for Credit ESL Courses	58.5%	58.4%	79.2%	33.1%	51.2%

Source: ARCC Report 2009

Table 2.2

SBCC vs. Peer Group and Statewide Performance on ARCC Measures in 2008

		Р	eer Grou	р	
ARCC Measure	SBCC	Avg	High	Low	Statewide
Student Progress and Achievement (i.e., degree, certificate, transfer)	59.4%	53.4%	64.3%	42.3%	51.2%
Percent of Students Who Earned at Least 30 Units	71.4%	70.9%	77.6%	66.8%	70.3%
Persistence Rate (Fall to Fall)	71.4%	68.9%	76.1%	61.6%	68.3%
Annual Successful Course Completion Rate for Credit Vocational Courses	78.6%	74.9%	85.5%	66.4%	78.2%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5%	57.2%	66.1%	49.4%	60.5%
Improvement Rate for Credit Basic Skills Courses	56.6%	47.1%	58.7%	31.5%	50.0%
Improvement Rate for Credit ESL Courses	56.9%	39.3%	67.3%	14.4%	44.7%

Source: ARCC Report 2008

SBCC vs. Peer Group and Statewide Performance on ARCC Measures in 2007

		Р	eer Grou	р	
ARCC Measure	SBCC	Avg	High	Low	Statewide
Student Progress and Achievement (i.e., degree, certificate, transfer)	57.4%	58.1%	66.3%	50.3%	51.1%
Percent of Students Who Earned at Least 30 Units	69.7%	69.3%	78.6%	55.6%	68.9%
Persistence Rate (Fall to Fall)	68.5%	66.6%	78.9%	52.1%	65.8%
Annual Successful Course Completion Rate for Credit Vocational Courses	76.8%	74.6%	85.6%	66.7%	76.4%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8%	62.2%	73.0%	51.3%	60.3%
Improvement Rate for Credit Basic Skills Courses	57.1%	50.9%	57.1%	39.6%	49.8%
Improvement Rate for Credit ESL Courses		Data n	ot collect	ed in 200	7

Source: ARCC Report 2007

College-wide Successful Course Completion Rates

The percentage of successful grades (A, B, C or CR) across fall semesters has fluctuated over the past five years reaching a high of 70.5% in Fall 2007. However, the percentage of successful grades has increased steadily in the spring semesters, also reaching a high in Spring 2008 of 71.5%. SBCC maintained higher successful course completion rates than the statewide average in all semesters except for Fall 2003, and this difference has grown over time (see Figures 2.1 and 2.2).



Figure 2.1

Figure 2.2

Overall Successful Course Completion Rates Spring 2004 - Spring 2008



Progression through and Completion of the Basic Skills Course Sequence (English, Math and ESL)

The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern. In English, 67% of the students new to the College who enrolled in a basic skills course in Fall 2005 enrolled in a higher level course in the same area of study within three years. Of the 67% who enrolled in a higher level course, 81% successfully completed at least one higher level course within the same time frame. Of the Fall 2005 cohort, approximately 59% enrolled in the English college level course (ENG 110) within three years, and of those students 81% completed the course successfully. In looking at the last three cohorts, not much difference can be seen (see Figure 2.3).



English Basic Skills Students Transition to College Level Within 3 Years

In mathematics, 54% of the students new to the College who enrolled in a basic skills math course in Fall 2005 enrolled in a higher level math course within three years. Of those, 70% successfully completed at least one such course. Of the Fall 2005 cohort, 35.5% enrolled in a college level math course within three years, and of those students, 77% completed the course successfully. When comparing the three cohorts, some fluctuation can be seen with higher percentages of the Fall 2004 and 2005 cohorts enrolling in and completing a higher level math course (see Figure 2.4).

Figure 2.3

Figure 2.4

Figure 2.5

Math Basic Skills Students Transition to College Level within 3 Years



In ESL, 21% of the students new to the College in Fall 2005 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years. Of those, 80% successfully completed this course within the same time frame (see Figure 2.5).



Persistence Rates of First-Time, Full-Time Students

The first-to-second semester persistence rate of first-time, full-time students has remained fairly stable in recent years (see Figure 2.6).

Figure 2.6

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



The first-to-fourth semester persistence rate remained fairly stable from Fall 2004 to Fall 2006 at around 55.4% (see Figure 2.7).





Community, District and Student Demographics and Data



Degrees and Certificates Awarded

The total number of degrees awarded increased in 2004-05, then decreased in 2005-06 and 2006-07, and increased again to a high of 1,406 in 2007-08 (see Figure 2.8). The large increase in 2007-08 of AA degrees is due in most part to the addition of a Liberal Studies Transfer degree, where over 400 degrees were awarded.



The number of certificates awarded declined from 2003-04 to 2005-06, but increased again in 2006-07 and reached a high of 452 in 2007-08 (see Figure 2.9).

Figure 2.9

Number of Certificates Awarded 2003-04 to 2007-08



Number of Transfers

Overall, the number of students transferring annually from SBCC to UC and CSU campuses has increased over time, reaching its highest number ever in 2005-06. Although there was a slight drop in 2006-07, the total number of transfers increased again in 2007-08 (see Figure 2.10).



Expected vs. Actual Transfer Rates

In an attempt to produce transfer rates that more accurately reflect the achievement of community college students, the California Community College Chancellor's Office developed a methodology that takes into account students' behavioral intent to transfer instead of relying on declared educational goal, a variable that has been shown not to be a reliable predictor of student intent. This methodology involves tracking several cohorts of students for six years to determine if they transferred to a four-year institution within that time period. To help determine whether the transfer rates produced through this methodology indicate a college is having success with transfer, an "expected transfer rate" was calculated. The expected transfer rate takes into account those factors that influence transfer that are outside the control of the college. These factors include characteristics of the college's service area such as the bachelor degree attainment among the 25 years or older population within the Service area and the percentage of students 25 years or older attending the College.

The cohorts used for the study are first-time college freshmen with a minimum of 12 units earned who attempted a transfer level Math or English course during enrollment. The outcome is transfer to a four-year institution within six years of initial enrollment, which is obtained through a data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU). Through the data match with NSC, the CCCCO is able to find community college students who have transferred to private and out-of-state institutions. The data for the three most recent cohorts available indicate that SBCC is not achieving its expected transfer rate and the rate declined between the 1998-99 and 1999-00 cohorts (see Table 2.4). The almost 6.5% difference between SBCC's actual and expected transfer rates is a cause for concern. The College will continue to monitor these rates as they become available.

Table 2.4

Expected vs. Actual Transfer Rate

	Actual	Expected	
	Transfer Rate	Transfer Rate	Difference
1998-99 Cohort	48.49	49.79	-1.30
1999-00 Cohort	43.88	50.04	-6.16
2000-01 Cohort	43.21	49.67	-6.46

Source: CCCCO

2.3 Enrollment and Student Demographics

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language, socioeconomic background, or disability.

Annual Full-Time Equivalent Students (FTES)

The College experienced significant growth in FTES over the past five years. The total annual FTES of 17,639 represents a 10% increase compared to 2003-04 and a 3% increase compared to 2006-07 (this is actual growth rather than a comparison against the apportionment base that determines the growth for funding purposes). Much of this growth was generated by offcampus instructional offerings such as Dual Enrollment courses for high school students, courses for employees of various organizations through the Professional Development Center, online instruction, and the Life Fitness Center (see Figure 2.11).



Annual FTES*



*Actual academic year FTES, not the FTES reported in the CC320.

Credit Student Headcount

The credit student headcount increased steadily over the past five years (see Figure 2.14). In all five years, spring enrollment exceeds that of fall and shows the same steady increase over the period (see Figure 2.13). As mentioned previously, most of the increase in the last four years has been off-campus and online.





Credit Student Headcount Spring 2004 - Spring 2008



Full-Time Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 11% over the period in fall semesters and by 19% in spring semesters, but the percentage of full-time students out of all SBCC students has remained fairly stable, around 37% in the fall and 33% in the spring for the last six years (see Figures 2.14 & 2.15). This comparison illustrates that the number of full-time students has kept pace with the overall growth the College has experienced in both semesters.







Full-Time Student Headcount Spring 2004 - Spring 2008



Percentage of District Adult Population (18 or older) Served by the Credit Program

The Fall 2007 credit students 18 years of age or older - 16,062 – represented 10% of the SBCC District adult population of 159,827. The information about the district adult population for the South Coast is included in the 2008 UCSB Economic Impact Report.

Credit Student Ethnic Composition Compared to the District's Adult Population

All minority groups at the College are at proportions that exceed those in the district adult population. Latinos are 28.1% of SBCC students enrolled in credit programs, which is slightly higher than the 24.4% represented within the District's adult population. Asians are 7% of SBCC students compared to 4.8% for the District's adult population, and 2.9% of students were African-American compared to 1.4% in the District. Overall in Fall 2008, 42.7% of all SBCC students were from underrepresented ethnic groups, fostering a climate of social and cultural diversity (see Figure 2.16).



Credit Gender Composition

Over the past six years, the gender composition in SBCC's credit programs remained stable, with slightly more female students than males each semester (see Figure 2.17).



Credit Age Composition

Figure 2.18

Figure 2.19

In terms of age, the expansion of the high school Dual Enrollment Program led to an increase in the percentage of students 17 or younger, from 10.2% in Fall 2003 to 10.8% of the student population in Fall 2008. The largest category of participants continues to be 18 to 20 year olds, representing 35.5% of all credit students in Fall 2008, followed by 21 to 25 year olds, at 21.0%. The 26 to 29 age group dropped very slightly from 7.8% to 7.6% across the period. The 50 and over age group increased from 6.7% in Fall 2003 to 7.4% in Fall 2008. The percentage of students 30 to 49 decreased slightly across the six year period from 19.1% to 17.8% (see Figure 2.18).



Continuing Education Student Headcount

The total unduplicated number of students in the Continuing Education division decreased by 3.9% from 43,259 in 2003-04 to 41,590 in 2004-05. In 2005-06 there was an 18% increase in enrollment, and another 5.8% increase in 2006-07, followed by a 3.4% drop in 2007-08. This represents a 15.8% increase over the five-year period (see Figure 2.19).



Source: SBCC Student Information System

Percentage of District Adult Population Served by Non-Credit Program In 2007-08, SBCC's Continuing Education Division served 50,108 students or 31% of the District's adult population of 159,827, which means approximately one out of every three adults in the community is taking non-credit classes at the College. When the credit and non-credit students are combined, SBCC served 42% of the College's District adult population. The district adult population for the South Coast is provided in the 2008 UCSB Economic Outlook Report.



Continuing Education Student Ethnic Composition Compared to the District's Adult Population

The ethnic composition of students in Continuing Education programs is fairly close to that of the District's adult population. For example, Latino participation represented 25.8% of all students during the 2007-08 academic year, and Latinos are 24.4% of the District's adult population. Asian students represented 3.9% of the student population compared to 4.8% in the District. African-American students constituted the same percentage of the student population (1.4%) as they represent in the District (see Figure 2.20). However, these comparisons do not fully reflect the Continuing Education students as 18% of Continuing Education students did not provide their ethnicity information in 2007-08.

Figure 2.20

2007-08 Continuing Education Student Ethnic Composition vs. District Adult Population



Continuing Education Gender Composition

Over the past five years, participation in SBCC's Continuing Education programs by gender remained stable, with significantly more female students than males each semester. In Fall 2007, 66.4% of students were female, compared to only 33.6% male (see Figure 2.21).



Figure 2.21

Continuing Education Student Gender Composition 2003-04 to 2007-08

Continuing Education Age Composition

The largest category of participants in Continuing Education programs continues to be 45 to 64 year olds, representing 32.4% of all students, followed by students age 65 and over, who represented 22.7% of students in 2007-08. The latter group increased slightly over the period from 20% to 22.7%, whereas enrollments of students 34 and younger have decreased from 29% to 23.5%. Enrollments of students between the ages of 35 and 64 declined gradually from 46% in 2003-04 to 43.6% in 2006-07, and then increased again slightly to 45.2% in 2007-08. The largest growth occurred among students who did not provide their birthdates, increasing steadily from 5.0% in 2003-04 to 9.8% in 2006-07, and dropping again slightly to 8.6% in 2007-08 (see Figure 2.22).



Figure 2.22

Continuing Education Student Age Composition 2003-04 to 2007-08

Regular Faculty, Staff and Administrators/Managers

The total number of regular faculty increased by 2.3% from 261 in 2006-07 to 267 in 2007-08. Classified staff also grew from 307 in 2006-07 to 330 in 2007-08, a 7.5% increase. The number of administrators/ managers increased from 60 in 2006-07 to 63 in 2007-08, which represents a 5% increase (see Figure 2.23). Over the five-year period, regular faculty increased by 11.3% (27), classified staff by 16.2% (46) and administrators/managers returned to the 2003-04 level (63).

Figure 2.23 Regular Faculty, Staff and Administrators/Managers 2003-04 to 2007-08



2.4

Abstract of the Self Study



SANTA BARBARA CITY COLLEGE

3 Abstract of the Self Study

In the years since the last accreditation visit, Santa Barbara City College (SBCC) has undergone a period of growth, particularly through off-campus programs and online education. The College has created new programs and services, added new personnel, and embarked in new directions and initiatives. The College's commitment to strategic planning, coordination of program development with resource utilization, and assessment of educational quality and student learning outcomes have been increased and refined. The results of these efforts are mirrored in this Self Study in each of standards.

Standard I: Institutional Mission and Effectiveness

Mission

The SBCC Mission Statement is reviewed every three years in conjunction with the development of the three-year College Plan. The most recent revision of the Mission Statement was completed in 2008. The College's Mission Statement defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning and Institutional Student Learning Outcomes. It affirms the commitment to offering programs and services to help students succeed, to serve the needs of the community, and to provide a variety of ways for students to access College programs and services. The Mission Statement provides the preconditions for setting institutional goals. It is central to planning and decision making at all levels of the College, involving everything from faculty and staff professional development and program review, to the Technology and Enrollment Management plans, to resource allocation and infrastructure needs. The College meets each of the sub-standards in Standard IA.

Improving Institutional Effectiveness

Since the last self study, the institution has made Student Learning Outcomes a central focus. This focus on improving student learning and achievement of specified learning outcomes is reflected in each of the College's planning processes, from the Mission Statement and three-year College Plan, to program review policy and procedures, to the District Technology Plan, Long-Range Development Plan, and Measures of Institutional Effectiveness. An ongoing, collegial and self-reflective dialog about the continuous improvement of student learning and institutional processes is incorporated into the College's planning, assessment, and professional development policies and procedures. Measureable objectives for improving institutional effectiveness are established in the three-year College Plan, program reviews, Measures of Institutional Effectiveness, and in other planning documents.

IB

IA

In 2008-09, the College developed and implemented revised planning processes. These are designed to integrate the planning, resource allocation, and evaluation processes for all units of the College. The planning processes of the College are broad-based, consist of multiple levels through which members of the Credit and Continuing Education Divisions as well as operational units of the College can participate, and contain the mechanisms for continuous evaluation and improvement. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. This is reflected in the processes for disseminating the results of the annual assessment of progress made in achieving the College Plan goals and objectives, the annual assessment of institutional effectiveness, the College's performance on the state accountability measures, the status of implementing projects in the facilities planning documents, and other planning processes. The College meets each of the sub-standards in Standard IB.

Standard II: Student Learning Programs and Services

Instructional Programs

Providing high quality instruction in basic skills development, career technical education programs, transfer curriculum and training for business and industry is core to the mission of the College. To accomplish this, the College offers extensive credit and non-credit courses and programs in response to the changing needs of the community at a variety of locations including the Main Campus, the two Continuing Education sites, high schools, local businesses and via distance learning. In addition to online and hybrid courses, short intensive courses and self-paced courses provide learning options for students with varied schedules and learning styles. In 2006, in response to the increased number of underprepared students enrolling, the Academic Senate and the College Planning Council recommended, and the Board of Trustees approved funding for programs that increased student success in basic skills courses. This Partnership for Student Success provides tools for academic success to our diverse student body. In addition to the focus on basic skills, faculty continue to innovate and develop interdisciplinary courses and programs that prepare students for emerging careers.

Through the faculty-led curriculum development and review process, the faculty evaluation process, and the career/technical advisory groups, the College assures high quality instruction throughout its three campuses and Online College. The revised program review process implemented in fall 2008 provides the framework for systematic and continuous improvement and planning. During this process, in addition to curricular review and updates, faculty engage in purposeful dialogue surrounding Student Learning Outcome data and the development and implementation of improvement plans. The full implementation of the revised program review process and the Student Learning Outcome cycle provides the opportunity for instructional improvement and innovation. The College meets each of the sub-standards in Standard IIA.

Student Support Services

In response to the needs of a diverse student population, the College provides open access to a wide range of student support services in the credit and Continuing Education programs. Since the last self study, SBCC has made considerable strides in assuring equivalent access to student services regardless of location or means of instructional delivery. There is an increase in access to technology-assisted support services for students enrolled in online instruction or participating in study abroad programs, in addition to the students who take classes face-to-face. Technology-assisted outreach programs enhance services to prospective students who reside locally, nationally and internationally. Program effectiveness is assured through ongoing, systematic assessment and evaluation that has expanded beyond traditional program reviews with the introduction of Program Student Learning Outcomes. Each department routinely refines and updates goals, objectives, resource requests and program practices based on continuous program assessment and evaluation. All student support services are following the revised program review procedures implemented in fall 2008. In addition to the SBCC program review, the California Community Colleges Chancellor's Office program review provides a regular assessment of categorically funded student support services. All student support service departments have incorporated Program Student Learning Outcomes into their assessment cycle in order to evaluate and improve student learning, progress and success. Student support service plans for continuous quality improvement focus on the increased use of technology for service provision, research, evaluation and the posting of College policies. The College meets each of the sub-standards in Standard IIB.



Library and Learning Support Services

SBCC provides library and learning support services that address the needs of the College community. The library supports the College's instructional programs by engaging with students, faculty, and staff using a wide array of resources both online and onsite. The Luria Library and Cartwright Learning Resources Center perform functions aimed at achieving and maintaining broad-based student access and success. Services provided include library databases and collections, tutoring, computer labs, and training workshops for students, staff, and faculty at the Main Campus, and in the online environment. Continuing Education operates multimedia centers with computer-based coursework and supplemental learning materials at various sites throughout the community, including the Santa Barbara and Ventura County Jails. Assistance is provided to students with varying educational goals and to underserved and at-risk populations. The Continuing Education multimedia learning centers house the following academic programs: Adult High School, GED, ESL, Adult Basic Education, and Basic Computer Skills. The College meets each of the sub-standards in Standard IIC.

IIB

Standard III: Resources

Human Resources

	The College has consistently hired, managed and evaluated its employees based on a process guided by written policy. In 2004, a classification study and salary survey were conducted and successfully implemented for classified staff and all management positions. The faculty evaluation process now includes accountability of faculty in the development and assessment of Student Learning Outcomes for all SBCC courses. The College provides a rich and varied environment for professional development to its faculty, administrators and staff, and employees are supported in professional growth.
	The ongoing challenge of maintaining a diverse, highly skilled workforce was the impetus for the creation of the position of Director of Campus Diversity, reporting directly to the Superintendent/President. This position supports an institutional commitment to diversity at all levels that is increasingly internalized among its hiring decision-makers. Program reviews increase the correlation between institutional planning and staffing decisions to provide an improved methodology for maintaining the appropriate level of faculty and staff required to maintain the depth, breadth and responsiveness of our demonstrated quality programs.
	In fall 2008, the Superintendent/President created a College-wide policy and procedure committee representing all constituency groups and charged it with updating, consistently codifying and effectively disseminating all Board policies and administrative procedures legally required to address existing gaps in policies, and implementing a process for ongoing review of existing policies and procedures and development of new ones, as needed.
	SBCC staff and faculty hold positions of leadership in statewide and national professional organizations which shape and influence community college education beyond the sphere of SBCC. Employee levels of education, longevity, service to professional groups, and awards received attest to the excellence of our employees and the success of our students. The College meets each of the sub- standards in Standard IIIA.
IIIB	Physical Resources
	SBCC has three major campuses in the Santa Barbara County South Coast region, including the Main Campus, the Schott Center, and the Wake Center. SBCC also offers a growing number of courses online, serving the rapidly changing and demanding needs of 21st century students. To ensure that

region, including the Main Campus, the Schott Center, and the Wake Center. SBCC also offers a growing number of courses online, serving the rapidly changing and demanding needs of 21st century students. To ensure that the aging campuses continue to provide high quality, state-of-the-art higher education, the College passed Measure V, a local bond measure, in June 2008. Totaling \$77.2 million, Measure V funds will assist in renovating instructional buildings and enhancing overall infrastructure and accessibility campus-wide. Capital from the bond measure will be augmented by state funds to maximize College improvements and provide the temporary "swing space" needed to ensure College programs and services remain in full service during construction.

IIIA

The development and support for the Measure V bond in conjunction with the College's ongoing long-range planning illustrate SBCC's continued commitment to follow a well-considered consultative process guiding the growth and development of its three major campuses. The College meets each of the sub-standards in Standard IIIB.

IIIC Technology Resources

Information Technology, guided by two successive three-year plans, has successfully completed a conversion to the SCT Banner Enterprise Resource Planning system, including enhancements to the College portal that provides single sign-on access to Banner resources as well as a host of integrated thirdparty applications. These integrated applications provide student, faculty, and staff services such as registration, e-mail, emergency notifications, degree audit, campus card debit features, online learning management, reports, curriculum management, document management, and Web-based file storage. A conversion of the legacy Continuing Education registration system was completed, providing online registration to over 50,000 Continuing Education students. Wireless access points have been deployed across all public areas of the campus and access is authenticated through the portal single sign-on. Printing is enabled from the wireless network to all the campus pay-to-print stations located in the major campus computer labs. Significant progress has also been made in modernizing classroom presentation systems and expanding the number of classrooms outfitted with these systems. New technologies are constantly evaluated for instructional value and current pilots include both a classroom response system and a new course capture system. The College meets each of the sub-standards in Standard IIIC.

Financial Resources

The College has had financial resources sufficient to support student learning programs and services, and improvements to institutional effectiveness as evidenced by its level of reserves and history of expenditures. The College's reserves have exceeded the 5% minimum required by the Chancellor's Office and the SBCC Board of Trustees, and, to date, have been sufficient to cover cash flow gaps in State funding. The fiscal crisis facing the State of California and the significant budget reductions for California Community Colleges for 2009-10 and beyond will challenge the College's ability to maintain the same level of reserves. The integrity of the College's financial management is demonstrated by its record of independent audits and other financial examinations. The College's financial resources are managed to provide for both short- and long-term financial solvency. The capital project planning associated with the June 2008 Measure V Bond was extensive. Financial resource planning is integrated with institutional planning through the College's revised program review process, which was implemented in fall 2008. The College meets each of the sub-standards in Standard IIID.

IIID

Standard IV: Leadership and Governance

IVA Decision-Making Roles and Processes

The College prides itself on its multiple avenues of communication to enable participatory decision making and collegial consultation. The College Planning Council is the main internal institutional governance committee of the College. The College also has advisory committees and business and community partnerships through which it gathers input to assist in evaluation, planning, improvements and decision making. There is a place for everyone who wishes to speak and participate. The College meets each of the sub-standards in Standard IVA.

IVB

Board and Administrative Organization

The College has an experienced, seven-member Board of Trustees and a Superintendent/President who has completed her first year in this position and her eighth year at the College. The Board reviews policy documents, financial records and planning documents. Both the Board and the Superintendent/ President take their fiduciary responsibilities seriously. As a team, they ensure that College goals and needs are fiscally sound. The Board leaves operational issues to the Superintendent/President. The Superintendent/President and the Board maintain open communication with the community at large and encourage dialogue at every level. The College meets each but one of the sub-standards in Standard IVB. The College partially meets sub-standard IVB.b.1.e. and has taken steps to address this sub-standard as described in the self study.
Organization for the Self Study



SANTA BARBARA CITY COLLEGE

4 Organization for the Self Study

The self study represents the collective and collaborative work of over 80 faculty, staff, administrators, managers and students who served in the Institutional Self Study Steering Committee and nine Standard Committees. Upon the announcement of the appointment of the new Superintendent/President on April 7, 2008, although not started in the position until June 2, 2008, the Superintendent/President immediately started communications with the College to begin preparation for the institutional self study. The Superintendent/President has previously served as the Accreditation Liaison Officer at Santa Barbara City College from September 1999 to July 2006. She engaged the Executive Committee, the President of the Academic Senate, the CSEA President, the Student Trustee, the faculty co-chair for the self study, and the Accreditation Liaison Officer. The Academic Senate appointed a faculty co-chair for the self study in April 2008. The administrative co-chair was the Senior Director, Institutional Assessment, Research and Planning, who also served as the Accreditation Liaison Officer for the College. The Superintendent/President, in collaboration with the groups and leaders mentioned, established a preliminary Steering Committee whose first meeting was on May 16, 2008. During this first meeting, the approach to establish the full membership for the nine Standard committees was discussed. Additional items discussed were: 1) purpose and responsibilities of the steering and standard committees - structure and membership; responsibilities of self study co-chairs; responsibilities of standard co-chairs; 2) proposed timeline for development, dissemination and discussion of the self study; and 3) summer 2008 self study activities.



The Academic Senate selected additional faculty members for each of the nine committees, CSEA selected classified staff, and the Superintendent/President and the Executive Committee selected additional administrators and managers. The Superintendent/President chaired the Steering Committee.

In order to familiarize all standard committee members and the Board of Trustees with the accreditation standards and the steps, phases and requirements involved in the development of the institutional self study, the new Superintendent/ President contacted ACCJC in April 2008 and organized an institutional self study training on the Main Campus on June 20, 2008. The training was conducted by Dr. Steve Maradian, Vice President of Policy and Research, ACCJC. Over 50 individuals attended this training, including four of the trustees. The steering and standard committees have had numerous meetings between June 2008 and April 2009. In addition, the Superintendent/President and the two cochairs of the self study have met every other week from June 2008 through March 2009. The major milestones and timeline for the development of the self study were as follows:

Table 4.1	Timeline for the Development and Dissemination of the Institutional Self Study	
	April 2008	Faculty co-chair for the self study selected by the Academic Senate
	May 16, 2008	First meeting of the Preliminary Institutional Self Study Steering Committee
	June 20, 2008	Institutional Self Study Training Conducted by ACCJC
	August 7, 2008	Draft #1 Self Study submitted to self study co-chairs; Superintendent/President and self study co-chairs reviewed and critiqued Draft #1, prepared written feedback and observations and discussed with the Steering Committee
	August 22, 2008	Draft #1 Self Study submitted to the Steering Committee for review
	August 29, 2008	Meeting of the Steering Committee; review, discussion and feedback on Draft #1 Self Study
	September 4, 2008	Feedback on Draft #1 Self Study to the nine Standard Committees
	October 6, 2008	Draft #2 Self Study submitted to the self study co-chairs; Superintendent/President and self study co-chairs reviewed and critiqued Draft #2, prepared written feedback and observations and discussed with the Steering Committee
	October 10, 2008	Draft #2 Self Study submitted to the Steering Committee for review
	October 17, 2008	Meeting of the Steering Committee; review, discussion and feedback on Draft #2 Self Study; revisions to Draft #2 made by October 21, 2008
	October 21, 2008	Draft #2 disseminated campus wide: posted on the Accreditation web site of the College; Superintendent/ President sent campus-wide e-mail announcing the availability of Draft #2, soliciting feedback and providing guidelines for submitting feedback to self study co-chairs
	November 5 and 6, 2008	Campus open forums on Accreditation Process and discussion of Draft #2 Self Study
	November, December 2008 and January 2009	Self study co-chairs met with co-chairs and members of each of the nine Standard committees to assist with making necessary changes and improvements to Draft #2, helped with developing Draft #3 and guided the selection of evidence and references

February 5, 2009	Draft #3 Self Study submitted to the self study co-chairs; Superintendent/President and self study co-chairs reviewed and critiqued Draft #3, prepared written feedback and observations and discussed with the Steering Committee
February 20, 2009	Meeting of the Steering Committee; review, discussion and feedback on Draft #3 Self Study; feedback to the nine Standard committees
February 2009	Self study co-chairs met with standard co-chairs and members of each of the nine Standard committees to assist with making necessary changes and improvements to Draft #3, helped with developing Draft #4 and guided selection of evidence and references
March 4, 2009	Draft #4 Self Study submitted to the self study co-chairs; Superintendent/President and self study co-chairs reviewed and critiqued Draft #4; continued to assemble evidence and edit self study
March 9, 2009	Draft #4 Self Study disseminated campus wide: posted on the Accreditation web site of the College; Superintendent/ President sent campus-wide e-mail announcing the availability of Draft #4, soliciting feedback and providing guidelines for submitting feedback to self study co-chairs
March 12, 2009	Board of Trustees Study Session – review and discussion of Draft #4 Self Study
April 10 and 17, 2009	Campus open forums on Accreditation Process and discussion of Draft #4 Self Study
April 13, 2009	Draft #5 Self Study posted on Accreditation Web site
April 28, 2009	Classified Consultation Group endorsed the institutional self study
	sell study
April 29, 2009	Academic Senate endorsed the institutional self study
April 29, 2009 May 4, 2009	
*	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional
May 4, 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of
May 4, 2009 May 14, 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of Draft #7 Self Study "Almost Final"
May 4, 2009 May 14, 2009 May 28, 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of Draft #7 Self Study "Almost Final" Board of Trustees meeting – approval of self study Final proofing and production/printing of self study
May 4, 2009 May 14, 2009 May 28, 2009 June – July 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of Draft #7 Self Study "Almost Final" Board of Trustees meeting – approval of self study Final proofing and production/printing of self study completed
May 4, 2009 May 14, 2009 May 28, 2009 June – July 2009 August 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of Draft #7 Self Study "Almost Final" Board of Trustees meeting – approval of self study Final proofing and production/printing of self study completed Self study submitted to ACCJC
May 4, 2009 May 14, 2009 May 28, 2009 June – July 2009 August 2009 August 20, 2009	Academic Senate endorsed the institutional self study College Planning Council endorsed the institutional self study Board of Trustees Study Session – review and discussion of Draft #7 Self Study "Almost Final" Board of Trustees meeting – approval of self study Final proofing and production/printing of self study completed Self study submitted to ACCJC Self study overview – Faculty fall 2009 in-service Campus open forums on Accreditation Process and

October 19-22, 2009 Accreditation team visit

Institutional Self Study Steering Committee

Responsibilities

- Know the accreditation process, standards, and expectations for self study report
- Oversee the completion of the self study report
- Review all drafts of the report and provide feedback
- Attend all steering committee meetings
- Serve as a resource to the campus community on matters related to the self study and site visit

Membership

Chair

Dr. Andreea Serban, Superintendent/President

Administrative Co-Chair

Dr. Darla Cooper (until Feb 25, 2009) Dr. Diane Rodriguez-Kiino (March – May 2009)

Faculty Co-Chair

Dr. Kelly Lake

Standard Committee Administrative Co-Chairs

Dr. Jack Friedlander, Executive Vice President, Educational Programs
Dr. Ben Partee, Interim Vice President Continuing Education (until December 2008)
Dr. Ofelia Arellano, Vice President Continuing Education
Dr. Erika Endrijonas, Dean Educational Programs
Renee Robinson, Director and Interim Dean Continuing Education
Joe Sullivan, Vice President Business Services
Sue Ehrlich, Vice President Human Resources & Legal Affairs
Dr. Paul Bishop, Vice President Information Technology

Standard Committee Faculty Co-Chairs

Kathy Molloy Dr. Karolyn Hanna Dr. Judy Meyer Ignacio Alarcon, *President Academic Senate*

CSEA Representative Liz Auchincloss, CSEA President

Student Representatives

Sean Knotts, Student Trustee James DiPaolo, Vice President Senate Associated Students

Standard Committees

Nine committees corresponding to the nine primary areas within the standards, along with two standard oversight groups for Standards II and III.

Standard I	Institutional Mission and Effectiveness <i>Administrative Co-Chairs</i> Dr. Jack Friedlander and Dr. Ben Partee (until Dec 2008)/Dr.Ofelia Arellano			
	Faculty Co-Chair			
	Kathy Molloy <i>Members</i> Don Barthelmess, <i>Faculty</i> Sally Gill, <i>Classified Staff, Continuing Education</i>			
				Pam Guenther, <i>Faculty</i>
				Melanie Rogers, Classified Staff
		Sally Sanger, Faculty Continuing Education, President Continuing Education		
		Instructors' Association		
Standard II	Student Learning Programs and Services (Oversight Group)			
	Administrative Co-Chairs			
	Dr. Erika Endrijonas and Renee Robinson, Continuing Education			
	Faculty Co-Chair			
	Dr. Karolyn Hanna			
	Members			
	Genny Anderson, Faculty			
	Mark Ferrer, <i>Faculty</i>			
	Behzad Massoman, <i>Faculty</i>			
	Cindy Salazar, <i>Classified Staff</i> Elizabeth Schiffrar, <i>Classified Staff</i>			
Standard IIA	Instructional Programs			
	Administrative Co-Chairs			
	Marilynn Spaventa and Dr. Diane Hollems			
	Faculty Co-Chair			
	Sheila Wiley			
	Members			
	Claudia Johnson, Faculty Continuing Education			
	Nancy Keller, <i>Classified Staff</i> Louise MacKenzie, <i>Faculty</i>			
	Beverly Schwamm, <i>Classified Staff</i>			
	Donna Waggoner, <i>Classified Staff</i>			

Standard	IIB
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Student Support Services

Administrative Co-Chairs Keith McLellan and Carmen Lozano, Continuing Education

Faculty Co-Chair

Dr. Jan Shapiro

Members

Argelia Aguilera, *Classified Staff* Lydia Aguirre-Fuentes, *Faculty* Paloma Arnold, *Faculty* Allison Curtis, *Management* Christine D'Arcy, *Classified Staff* Francisco Dorame, *Classified Staff* Ana Jiminez, *Classified Staff* Christopher Phillips, *Faculty* Rosemary Santillan, *Classified Staff* Gwyer Schulyer, *Faculty* Elizabeth Shiffrar, *Classified Staff* Gail Tennen, *Faculty* Marsha Wright, *Management*

Standard IIC

Library and Learning Support Services

Administrative Co-Chair Dr. Alice Scharper

Faculty Co-Chairs Kenley Neufeld and Dr. Jerry Pike

Members

Nicole Biergiel, *Classified Staff* Elizabeth Bowman, *Faculty* Stan Bursten, *Faculty* Xenia Cimino, *Classified Staff* Naithan Gallego, *Student*

Standard III

Resources (Oversight Group)

Administrative Co-Chairs Joe Sullivan, Sue Ehrlich and Dr. Paul Bishop

Faculty Co-Chair Judy Meyer

Members

Liz Auchincloss, *Classified Staff, CSEA President* Gary Carroll, *Faculty* Tom Garey, *Faculty* Kathy O'Connor, *Faculty* Dr. Lynne Stark, *Faculty, President Instructors' Association*

Standard IIIA	Human Resources Administrative Co-Chairs Sug Ehrlich, Pat English and Sugar Danielson, Continuing Education			
	Sue Ehrlich, Pat English and Susan Danielson, Continuing Education			
	<i>Faculty Co-Chair</i> Kathy O'Connor			
	Members			
	Liz Auchincloss, Classified Staff, CSEA President			
	Dr. Diane Rodriguez-Kiino, Management			
Standard IIIB	Physical Resources			
	Administrative Co-Chairs			
	Julie Hendricks, Joe Sullivan and Alex Pittmon, <i>Continuing Education</i>			
	June Trenemens, for ounitain and thex Trenion, Commung Lancauon			
	Faculty Co-Chair			
	Dr. Adam Green			
	Members			
	Carlos Ramirez, <i>Classified Staff</i>			
	Henry Reed, <i>Faculty</i>			
	Gordon Vander Sol, Classified Staff Continuing Education			
<u> </u>				
Standard IIIC	Technology Resources			
	Administrative Co-Chairs			
	Dr. Paul Bishop, Doug Hersh and			
	Francisco Martin del Campo, Continuing Education			
	Faculty Co-Chair			
	Laurie Vasquez			
	•			
	Members			
	Liz Auchincloss, <i>Classified Staff, CSEA President</i>			
	Kathy O'Connor, <i>Faculty</i>			
	Jason Thornell, <i>Classified Staff</i>			
Standard IIID	Standard IIID: Financial Resources			
	Administrative Co-Chairs			
	Leslie Griffin and Myrta Berry, Continuing Education			
	Faculty Co-Chair			
	Sue Block			
	Sue Dioek			
	Members			
	Cornelia Alsheimer-Barthel, Faculty			
	Barbara Bermudes, Management			
	Sharon Coffield, Management			
	Steve Lewis, Management			
	Rosie Tower, Classified Staff			

Standard IV

Leadership and Governance

Administrative Co-Chair Dr. Andreea Serban, *Superintendent/President*

Faculty Co-Chair Ignacio Alarcon, President Academic Senate

Members

Liz Auchincloss, *Classified Staff, President CSEA* Allison Curtis, *Management* Joan Livingston, *Board Member* Dr. Diane Rodriguez-Kiino, *Management* Dr. Lynne Stark, Faculty, *President Instructors' Association*

Organization of the Institution



SANTA BARBARA CITY COLLEGE

5 Organization of the Institution

Administrative Organizational Chart



Superintendent/President's Office



Organization of the Institution



Educational Programs (Chart 1 of 2)





Educational Programs (Chart 1 of 2)









Continuing Education



Certification of Continued Compliance with Eligibility Requirements



SANTA BARBARA CITY COLLEGE

6 Certification of Continued Compliance with Eligibility Requirements

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 Commission on Recognition of Postsecondary Accreditation and 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 web site.

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 web site 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. Dr. Andreea M. Serban, Superintendent/President of Santa Barbara City College/Santa Barbara Community College District, is the CEO, whose primary responsibility is to the institution. Dr. Serban became Superintendent/President on June 2, 2008.

5. Administrative Capacity

The administration is adequate in number, experience and qualifications to provide 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 Continuing Education Division.

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 52 academic departments that offer courses and programs serving transfer- and career technical education-oriented students. These departments offer 167 credit instructional programs. In 2007-08 there were 1,406 associate degrees awarded. Associate in Arts and Associate in Science degrees generally require 60 semester units including 21 units of general education. 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. The College is in the process of developing program student learning outcomes.

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 Statement

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 District has 267 full-time faculty, 520 adjunct credit instructors and over 400 adjunct non-credit instructors. The names, degrees and years of employment of full-time faculty are listed in the College Catalog. The faculty serves approximately 20,000 credit students every semester and over 50,000 Continuing Education students every year by providing them with quality programs in transfer and career technical education and in the mastery of basic skills and ESL. 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 & Services, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services & Job Placement, Transfer Center, Kinko's Early Childhood Center, Continuing Education, Work Experience, Counseling & Program Advisement, Disabled Students Programs & Services, Distance Education, Professional Development Center, Financial Aid/Scholarship, Foundation, Human Resources, International Students Program, Library, Math, Engineering & Science Achievement, Luminis Portal, Business Office, Student Development, Health & 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 Web site. 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. The annual audits have been outstanding with no audit exceptions and no material weaknesses identified in more than ten years. The College received only one audit finding during the last six years and has not received any negative reviews.

19. Institutional Planning And Evaluation

The descriptive summaries, self-evaluations and planning agendas within the self study, 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 College Plan, which includes strategic goals and objectives, the District Technology Plan,

budget development documents, the Enrollment Management Plan, the Longrange 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. The College will develop an Educational Master Plan in 2009-10.

20. Public Information

The College displays in writing and practice the model of institutional integrity. The Mission Statement of the College is clearly articulated in the College Catalog, on its Web site, and in the College Plan. The College Catalog, schedules of classes and the Web site also provide the public with 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 also provides information and reminders about various activities such as College performances or important deadlines such as late registration and financial aid by direct mail, e-mail 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 Web site.

21. 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.

Response to Recommendations from the Most Recent Comprehensive Evaluation



SANTA BARBARA CITY COLLEGE

7 Response to Recommendations from the Most Recent Comprehensive Evaluation

The standards cited in this section are the 1996 accreditation standards under which the College was re-accredited in 2002.

Standard Ten: Governance and Administration

The institution clearly states and publicizes the role of staff in institutional governance.

Evaluation Team's Recommendation

1. In order to increase effectiveness, the team recommends that the College extend its efforts to more effectively involve classified employees within the collaborative decision-making process through means such as offering training for participants, building internal communication systems for classified representatives, and providing institutional support of classified involvements. (Standard 10.B.9).

Since October 2002, Santa Barbara City College (SBCC) has taken a number of steps in addressing this recommendation. A classification study of all classified staff and management positions was undertaken, completed and implemented. In preparation for the study, an effective Advisory Council and process were negotiated with the Classified School Employee Association (CSEA) to keep staff informed about the classification process. The study was completed and successful negotiations between CSEA and the College resulted in immediate implementation of the revised structure, job classifications and job families with a three year phase-in of salary recommendations. A collaborative process between Human Resources and Legal Affairs (HRLA) and CSEA was developed for ongoing maintenance of the new classification system. The first cycle of this process was completed in July 2008 and several positions were re-classified as a result. The Superintendent/President supported the recommendations of the reclassification workgroup and the Board of Trustees approved them at the July 24, 2008 Board meeting (REC 1.1a, REC 1.1b, REC 1.1c).

Considerable progress has been made toward acknowledgement of classified employees as critical members of the College consultative process. Progress can be measured by negotiated changes in committee membership and Board approved support of an extended consultation support process for staff and modification of institutional practices initiated and supported by the Superintendent/President.

College Planning Council

The College Planning Council is the major consultative body of the College, chaired by the Superintendent/President. In the 1999 Collective Bargaining Agreement, CSEA had one classified unit representative appointed by the Superintendent/President as a voting member of the College Planning Council (REC 1.2).

The appointment process was changed in 2002 with the right to make the appointment shifting from the Superintendent/President to CSEA. The number of classified representatives remained at one voting member (REC 1. 3). In 2005, the contract was revised and CSEA had a total of three voting members on the College Planning Council (REC 1. 4).

Board Policies and Administrative Procedures Committee (BPAP)

In fall 2008, a new college-wide committee, the Board Policy and Administrative Procedure Committee (BPAP), created by the Superintendent/President and representing all constituency groups, has been charged with identification of and recommendations for all Board policies and administrative procedures legally required by state and federal law and the Accreditation Commission. BPAP maintains a systematic and periodic review of all existing Board policies and administrative procedures to ensure that they are legally current and in accordance with the provisions of Title 5 of the California Code of Regulations. Reporting to the Superintendent/President, the committee is the consultative body for Board policies and administrative procedures.

The committee started meeting in February 2009 and is comprised of three administrators/managers, three faculty appointed by the Academic Senate, three classified staff appointed by the CSEA and a student appointed by the Student Senate. The three administrators/managers are the Vice President of Human Resources and Legal Affairs who serves ex officio as the committee chair, a second manager appointed by the Superintendent/President, and a dean recommended by the Deans' Council. Agendas are also provided to the President of the Continuing Education Instructors' Association who is encouraged to attend as the need arises. The committee is charged with developing a schedule to address existing gaps in Board policies and administrative procedures, a process for on-going review, and a process for assisting with new policy and procedure development. Priority is given to policies and procedures that do not currently exist but have been identified as legally required and to those that are currently identified as no longer legally accurate or that need reconciliation with other legal documents of the College such as collective bargaining agreements.

District Facilities, Safety and Parking Committee

In 2002, CSEA had the authority to appoint two representatives to the District Facilities, Safety and Parking Committee. A dean appointed a third classified unit member (REC 1.5).

In 2005, CSEA gained the right to appointments to this committee as follows: two at large members and two additional members from any of these groups: Food Services, Facilities and Operations, Cosmetology, Laboratory technicians from the sciences (REC 1.6).

District Benefits Committee

CSEA has always had equity with instructors and managers on the Benefits Committee (REC 1. 3, REC 1.4, REC 1.7).

District Technology Committee

In 2005, CSEA obtained authority to appoint two voting members to the District Technology Committee (REC 1.4). Previously they did not appoint members to this committee. This committee makes recommendations to the College Planning Council about campus technology initiatives, planning and resources.

Instructional Technology Committee

This standing committee of the Academic Senate, with responsibility for providing recommendations to the Academic Senate and to the District Technology Committee for instructional technology, added two non-voting classified members prior to the 2002 self study.

Faculty Planning and Resources Committee

This standing committee of the Academic Senate has included the President of CSEA as a non-voting committee member. The committee reviews and recommends academic priorities; develops proposed policies regarding faculty consultation on academic initiatives and resource issues; and makes recommendations from Educational Programs and the faculty regarding budget priorities and academic initiatives.

Classified Consultation Group

For many years, the classified consultative body of the College was comprised of classified managers and supervisors and classified staff members. This body was dissolved at CSEA's request in 2002 and CSEA became the consultative group for classified staff.

In 2006, the Board was asked to approve a structure and process that gave paid release time to classified staff representing various classified work groups at the College. The purpose was to permit these representative to receive information from CSEA for discussion and feedback as part of CSEA's role as the classified consultative body of the College (REC 1.8).

After an agreed upon trial period of a year, CSEA requested an extension of time for the negotiated process. Requests for modification of this process would come from CSEA. To date, the process is working to the satisfaction of all. It is understood by the College and CSEA that this is a "work in progress."

Starting in 2007-2008, the CSEA President has worked on creating a new classified consultation group which consists of classified staff only and whose role is to advise the classified staff representatives in the College Planning Council. The group is comprised of 13 members, including the three classified staff in the College Planning Council.

Meetings with the Superintendent/President

Both the prior and the current Superintendent/President have had regular meetings with the CSEA President similar to the process for consulting with the President of the Academic Senate. The current Superintendent/President has increased the frequency of these meetings to two per month. The Superintendent/ President has discussions with the CSEA President in addition to these regularly scheduled meetings.

CSEA Participation in the Selection of the Superintendent President

CSEA had the authority to appoint three members to the committee authorized by the Board of Trustees to assist the Board in the selection of the new Superintendent/President. Site visits to finalists' campuses were conducted in March and April 2008 by a three-member committee comprised of the President of the Board of Trustees, the President of the Academic Senate and the President of CSEA.

College-wide Committees

There is increased awareness of the critical role of classified employees at the College as evidenced by strong classified inclusion in College ad hoc committees such as the Measure V College Committee, the District Sustainability Committee and the Diversity Advisory Committee.

The College has promoted and encouraged classified employee participation in Professional Studies courses at the College. Participation by classified employees in the Professional Growth Program has increased. A sixth step has been added to the Professional Growth Program and obtaining the first step has been made easier by eliminating the CPR training requirement. The College has classified in-service once a year. Classified employees actively participated in the collegewide study and decision regarding the selection of SCT Banner/Luminis as the College's enterprise resource planning system.

Through mutual agreement, the formal negotiations between the College and CSEA have shifted to a modified "interest based approach" and meaningful, effective communication has increased. The College doubled the monetary award for classified employees honored by their colleagues as "Outstanding Employee of the Year." In fall 2008, the Superintendent/President extended the Board recognition for longevity to include employees who have served at the College for 10 years. Prior to fall 2008, recognition for longevity was given to classified employees who served 15 years or more. The College instituted the Senior Employee Breakfast with the Superintendent/President for classified employees with service of 25 years or more. The Superintendent/President also has regular breakfasts with the new regular classified employees.

In 2008-09, the College has implement for the first time operational unit program reviews for all operational and non-instructional units of the College as the vehicle for linking planning to budgeting to evaluation. The Superintendent/ President made it clear early on that the expectation is that this is a process that needs to involve classified staff as well as managers. The President of CSEA endorses this collaborative approach to developing operational program reviews. The President of CSEA noted that classified staff want to provide input about their jobs and be part of the discussions that establish priorities and resources for the units in which they work. The process for developing and assessing the outcomes included in the operational unit program reviews has provided an opportunity that classified staff have not had in the past to define the goals and objectives for their respective units, develop the rationale for new resources and be involved in the assessment of the progress towards the stated goals and objectives.

The College has made significant and sustained progress in increasing the involvement of classified staff. The administration and CSEA continue to work together to find better means for building internal communication systems for

classified representatives, and for providing additional institutional support of classified participation in institutional governance. The Superintendent/President is committed to an inclusive and collaborative environment that acknowledges and rewards the significant contributions that the classified staff makes to the successful operations of the College.

References

REC 1.1a	Board Agenda July 24, 2008
REC 1.1b	Board Agenda Attachment Reclassified Positions July 24, 2008
REC 1.1c	Board Meeting Minutes July 24, 2008
REC 1.2	Article 15.11 1999 CSEA Agreement
REC 1.3	Article 17.11 2002-2004 CSEA Agreement
REC 1.4	Article 17.11 2005-2006 CSEA Agreement
REC 1.5	Article 13.1 2002-2004 CSEA Agreement
REC 1.6	Article 13.1 2005-2006 CSEA Agreement
REC 1.7	Article 17.11 2007-2008 CSEA Agreement
REC 1.8	CSEA Memorandum of Understanding (MOU)

Standard Ten: Governance And Administration

The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or bylaws. The board acts in a manner consistent with them.

Evaluation Team's Recommendation

2. In order to meet the required standards, the team recommends that the Board of Trustees adopt a formal process of self-evaluation to assess the Board's performance, leadership and interaction with the College governance process. (Standard 10.A.5).

At its study session in November 2002, the Board of Trustees and the Superintendent/President initiated the process for developing a Board self evaluation policy and procedure (REC 2.1). A subcommittee of the Board was appointed to work with the Superintendent/President on the development of a Board evaluation process. Materials developed by the Community College League of California (CCLC) were used as a starting point in this process. On March 1, 2003, the Board of Trustees conducted a retreat and invited the Executive Director of CCLC, to discuss with the Board the following topics:

- Characteristics of effective boards
- The Board/President relationship
- Board evaluation approaches
- President evaluation approaches

Response to Recommendations from the Most Recent Comprehensive Evaluation

The outcome of the retreat was the agreement to develop a survey instrument that the Board would use for its evaluation and to develop an evaluation timeline for spring/summer 2003. The survey instrument was developed and self administered. The results were analyzed in the Superintendent/President's Office and shared with the Board of Trustees in January 2004. The Board of Trustees discussed the results at study sessions in 2004 (REC 2.2). The Board of Trustees has used the evaluation process developed in 2003 on a regular basis.

Furthermore, on August 28, 2008, the Board adopted policy 2745 Board Self Evaluation which outlines the approach to an annual self-evaluation (REC 2.3). The Board reviewed the self-evaluation instrument at the July and August 2008 study sessions (REC 2.4, REC 2.5). The annual evaluation for 2008-09 was conducted during fall 2008. The results of that evaluation were discussed at the December 3, 2008 Study Session (REC 2.6, REC 2.7).

References

- REC 2.1 Board Study Session Minutes November 7, 2002
- REC 2.2 Board Retreat Minutes August 21, 2004
- REC 2.3 Board Policy 2745 Board Self Evaluation
- REC 2.4 Board Study Session Minutes July 19, 2008
- REC 2.5 Board Study Session Minutes August 28, 2008
- REC 2.6 Board Self Evaluation Results December 3, 2008
- REC 2.7 Board Study Session Minutes, December 3, 2008



Standard Five: Student Support And Development

6.

The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Standard Nine: Financial Resources

The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Evaluation Team's Recommendation

3. While the team recognizes that the College is currently conducting assessments of past and future Oracle implementations, the team also recognizes the institutional importance of bringing closure to this process. Since there have been significant postponements in the Oracle Student System implementation due to Oracle's delays in delivering the product, and since there are some institutional concerns about the work products delivered by the implemented Oracle Financial Management System, in order to increase effectiveness the team recommends that the College find a means to make the desired implementation a reality within reasonable time frames or find alternative solutions. (Standards 5.6, 9.B.1).

In May 1997, SBCC decided to convert its legacy systems to Oracle applications and to an integrated database and information system. The Oracle Financial system was implemented first. This implementation started in January 1998 and was completed for production on July 1, 1998. Since then, the College had been using the Oracle Financial system. The Oracle Human Resources system was implemented second. This implementation was completed in November 2001.

SBCC was one of four colleges and universities nationwide who worked with the Oracle Corporation to develop a new Student Information System that would be integrated with the Financial and Human Resource systems. The definitional phase of the development of the Student Information System was completed in February 2002. In March 2004, the College started using the Oracle Financial Aid module, part of the Oracle Student System, for its daily business processes. This module was used until 2007.

The College continued through September 2004 the work on the development and implementation of the Oracle Student System. It became increasingly evident that this development process was taking longer than originally anticipated and that the College would be better served by implementing a system that is already being used by other colleges and universities and particularly by other California Community Colleges. In September 2004, the College retained the Strata Information Group (SIG) to conduct a study of the feasibility of continuing with the development and implementation of the Oracle Student System. SIG presented its report to the Superintendent/President in October 2004. Based on the information in the report, the Superintendent/President made the decision to cease the development and implementation activities for the Oracle Student System and engage in a procurement process for a new student system with an established market base in California.

The College engaged in a procurement process for a new system in December 2004 by issuing a Request for Proposals (RFP) with a response requested by January 21, 2005. Two vendors were selected as finalists and invited on campus for extensive demonstrations of the functionality of their systems. The College

devoted extensive time and effort to develop business scenarios which were provided to the two vendors in advance of the on-campus demonstrations. These demonstrations were conducted in February and March 2005. More than a hundred faculty, staff and administrators/managers were involved in these demonstrations. All functional areas of the College as well as technical staff participated actively in the selection process. Follow up on-campus sessions on specific areas were conducted by both vendors in April and May 2005. After extensive analysis, the College decided to implement not only a new student system but also the entire integrated system, including the Finance, Human Resources and Financial Aid modules. The College selected SunGard SCT Banner as its new integrated system and the work on the implementation has begun in August 2005 with a planning phase. The expected implementation timeline of the SCT Banner major modules was as follows:

SCT Finance	December 2006
SCT Human Resources	January 2007
SCT Admissions	January 2007
SCT Financial Aid	March 2007
SCT Registrations and Records	April 2007

Each of these targets dates were achieved with the exception of the Human Resources module. A significant portion of this module has been implemented but the College is still working on the payroll portion. The primary cause for the delay is the College's fiscal dependence on the County of Santa Barbara and the programming required to pass accurate information to and from these separate systems. Other factors have contributed to holding off on the payroll implementation including: comprehensive testing to ensure accurate data, set up options that affect other processes and departments, correct information being passed to payroll from the other modules, and programming to support SBCC's health benefit /open enrollment program. A new time line has been established for the payroll portion of the Human Resources module with a go live date of December 2009.

As a whole, the Banner implementation has been positive for the institution. The decision to integrate Banner with the existing Luminis portal called "SBCC Pipeline" demonstrated the commitment to create a unified digital campus. Together, these software applications provide the gateway to the resources and services that students need. Within SBCC Pipeline, students can view their grades, unofficial transcripts, and financial aid status online. They can see any holds placed on their accounts, and can register for courses. Because the College can see real-time information on registration, it is able to change, add, collapse, and delete classes in a timely fashion in response to fluctuating student demand. Faculty use Pipeline self service for online access to student records, class rosters, and to enter grades.

The adaptability of the Luminis portal platform has enabled the College to integrate other software applications, as well. For example, applications for file sharing, degree audit, and access to campus card debit features are available online within the portal. These online services and resources save faculty and students from making extra trips to the physical campus to perform administrative tasks. By integrating these technologies, SBCC provides a single point of entry for students and employees to the resources they need.
In addition to completing the payroll portion of the Human Resource module, the College has some additional work ahead. One effort is to enhance the reporting tools that deliver the data generated in Banner. Currently four reporting methods are being used: Financials, Argos, Pipeline Self-Service, and Banner Native Reports. While Argos is used by some administrators, faculty, and staff, more training is needed to allow wider usage. Pipeline self service lacks the ability for faculty to upload supporting data for student grades and labels for their grade packets. The third reporting method, Banner Native Reports (meaning the set of default reports provided with the Banner software delivery), generally do not meet user needs, require significant customization, and involve cumbersome processes to run reports and port their data into Excel. Through a locally developed reporting system called Financial Reports, the College has been successful in providing budget managers with up-to-date financial reports. Plans are in place for increased Argos training and the development of a comprehensive and robust decision support system starting in 2009-10.



Standard Seven: Faculty And Staff

The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Evaluation Team's Recommendation

4. In order to increase effectiveness, the team recommends that classified employees and their supervisors receive training in the policies, procedures, and criteria for classified staff evaluation so that classified evaluations are conducted in a more systematic and timely manner. (Standard 7.B.1).

Changes to the classified evaluation process and evaluation documents were implemented with the intention of introducing supervisorial accountability to the process and improving the timeliness of the completion of the process. Rather than continuing to risk having this task be regarded by the supervisor as low priority or optional, including this specific task on the supervisor's performance evaluation elevates this responsibility and it becomes an objectively measurable accountability.

B.1

The CSEA Agreement, Article 15, is a negotiated schedule of performance evaluations for classified service employees. Updated instructions provided with blank performance evaluation forms to supervisors of classified service employees state: "In accordance with the CSEA Agreement, conducting scheduled performance review discussions with your classified service employees is a management expectation. As a manager, timely submission of the completed document is your responsibility" (REC 4.1). The changes were also announced as reinforcement by the Director of Human Resources and discussed at the Management Breakfast on March 11, 2008.

On the management evaluation form, under the heading of "Employee Motivation and Retention," the evaluation of managers and supervisors now includes an assessment of their timeliness in completing staff evaluations (REC 4.2). The related changes in documents tie these two processes together for the supervisor and the classified employee. The supervisor is now held accountable in their own evaluation for the timely completion of classified evaluations.

Several training events on this topic have been conducted since 2005. A workshop entitled "Maximizing Performance through Evaluations" was conducted on March 9, 2007 by the public sector law firm of Liebert, Cassidy, Whitmore. "This practical workshop is designed to help supervisors strike the delicate balance between their responsibility to uphold employment standards on the one hand and the employee's rights to fair warning and due process on the other." Many of the managers and supervisors attended this half-day Central Coast Personnel Consortium training session at the Santa Barbara County Education Office.

An additional related training program offered by Liebert, Cassidy, Whitmore to managers and supervisors in January 2006 was "Managing the Marginal Employee." This half-day program was also well attended by managers and supervisors. Since receiving the team recommendation in 2002, SBCC's Professional Development Center offered one section of PRO 131, "Monitoring and Evaluating Employee Performance," on September 15 and 22, 2006 (two half-day sessions) (REC 4.3). Many of the employees participated in these three training events, and participants included a mixture of classified staff, classified supervisors, and faculty supervisors of classified staff.

Evaluation documents are provided to the reviewing manager or supervisor a month before they are due. Reminder notices are sent to an escalating distribution list, including upper level management and the classified labor union president, depending on how overdue the evaluation is. This process of reminding and notifying up to and including the Superintendent/President began in May 2004, but notifying the Superintendent/President was not a consistent practice after 2006.

With the arrival of the new Superintendent/President in June 2008, this practice of notifying the Superintendent/President of overdue evaluations was reinstituted. The first report included evaluations that were overdue as of August 31, 2008. Because notifying the Superintendent/President successfully generated activity among supervisors with overdue evaluations in the past, similar results were expected with reinstituting this practice with the new Superintendent/President. This expectation has proven to be accurate. As of the end of February 2009, there were only 31 evaluations overdue. Of these, 71% were staff evaluations and 29% were management evaluations.

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Efforts to provide training in the policies, procedures, and criteria for classified staff evaluation included improving the evaluation notification system, broadening the reminder system, and including assessment of the manager's performance in the area of completing evaluations on a timely basis, the combination of which led to progress in this area. At the end of fiscal year 2006-2007, there were 57 overdue evaluations outstanding. Of these, 89% were staff evaluations and 11% were management evaluations. At the end of fiscal year 2007-2008, there were 46 overdue evaluations outstanding. Of these, 93% were staff evaluations and 7% were management evaluations.

Because responsibility for supervising classified employees is included in the administrative responsibilities of faculty department chairs, and because faculty department chairs serve on a rotating basis, providing training specific to the evaluation of classified employees has not occurred in an intentional manner in the past. One new initiative that will begin in fall 2009 is the specific training of faculty department chairs in the classified performance evaluation process. The Director of Human Resources will be included in the schedule for the "New Department Chair Orientation" which is arranged by a Dean of Educational Programs on an annual basis.

To bridge the existing gap, the Director of Human Resources contacted the incoming Department Chairs who have already attended this annual training and provided this training on an individual basis (REC 4.4). Approximately 23% of our classified employees report to a faculty position. Twenty-two percent of the classified evaluations that were overdue as of the end of fiscal year 2007-2008 were in situations where classified staff reported to faculty. As of February 28, 2009, 33% of the existing overdue classified staff evaluations were in situations where the supervisor was a faculty member. This new effort will make a significant improvement in conducting timely staff evaluations.

Additionally, on an annual basis, Human Resources will make sure that all new faculty Department Chairs have a copy of the current CSEA Agreement, which will serve as a resource and reference for any issues that arise specifically relating to classified employee evaluations.

References

J	
REC 4.1	Performance Report – Classified Service Employees, January 2008
REC 4.2	Management Evaluation Form
REC 4.3	Course Description and Objectives PRO 131 "Monitoring and
	Evaluating Employee Performance"
REC 4.4	Email Communication between Dean Doug Hersh and Director of
	Human Resources Pat English, dated June 18, 2008
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Standard Three: Institutional Effectiveness

The institution provides evidence that its program evaluations lead to improvement of programs and services.

Response to Recommendations from the Most Recent Comprehensive Evaluation

A.4

Standard Four: Educational Programs

The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Evaluation Team's Recommendation

5. In order to increase effectiveness, the team recommends that the Continuing Education Division implement program review on a regular, timely basis for all programs. (Standards 3.A.4, 4.D.1, 4.D.6).

Progress toward the establishment of a regular, timely program review process began in 2002, immediately after receiving the recommendation. The Continuing Education Division management team determined which program areas would be most appropriate for review and created a schedule for the implementation. The programs for review were selected to provide a comprehensive overview of the breadth of the Division's offerings. Included were reviews of instructional state-funded programs, non-state funded community service programs as well as operational reviews of two of the Student Support services programs.

At the time of the Mid-Term report in October 2005, six reviews had been completed. Four more were conducted by June 2007. The template used for the process included the formation of a "Self-study Team" to conduct the review and a "Validation Team" to review the findings and make suggestions. In addition to representatives from the Continuing Education Division, both teams also included faculty and student representatives from the credit division and the community.

The Director assigned to the program area being reviewed coordinated the process, recruited the teams, assembled the data, and wrote the final report. At the conclusion of the process, the Director submitted the final report and made a presentation of the findings to the Board of Trustees (REC 5.1).

In the 2008-09 academic year the College adopted a revised program review process that integrates program review with the budget and planning process for both operational and instructional program reviews. The Continuing Education Division is integrated into that process. Operational program reviews were completed for the Continuing Education Division and instructional program reviews were implemented for each major area (REC 5.2).

References

REC 5.1	Continuing Education Program Reviews 2003-2007
REC 5.2	Continuing Education Program Reviews 2008-2009

D.1

D.6

Institutional Self Evaluation

Standard I: Institutional Mission and Effectiveness



SANTA BARBARA CITY COLLEGE

8 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.

A. 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.

As one of 110 California Community Colleges, Santa Barbara City College (SBCC) is committed to fulfilling the missions delineated in Education Code Section 66010.4. The College offers lower division academic and vocational instruction to its diverse student population and grants the associate in arts and the associate in sciences degrees upon successful completion of the required courses of study. In addition, it provides instruction for students with basic skills needs, English as a second language (ESL) instruction, support services to help students succeed, and noncredit instruction. With 167 instructional programs in the Credit Program and over 700 courses in the Continuing Education Division, the College serves the needs of both its community and the State of California. The College offers community services courses and programs compatible with its primary mission, and the Continuing Education Division offers curricula in all of the areas defined as being in the State's interest. The College is committed to the advancement of California's economy and to the global competitiveness of the State. Moreover, the College regularly conducts institutional research in order to improve student learning and retention.

SBCC's Mission Statement affirms its commitment to the success of each student, its service to all segments of its diverse community, and its promotion of student learning through the attainment of its Institutional Student Learning Outcomes. The College is guided by its Core Principles as it encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs. The following are SBCC's Mission Statement and Core Principles:

Mission Statement

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.

The College serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups. The College responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

Greatly detailed in Standard IIA, the College promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem solving, and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; personal, academic, and career development.

Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices and programs that are student-centered
- Shared governance involving all segments of the College community
- An environment that is psychologically and physically supportive of teaching and student learning
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity
- A commitment to excellence in all College endeavors

A.1

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

Descriptive Summary

SBCC's Mission Statement affirms the College's commitment to offering programs and services to help students succeed, to serve the needs of the community, and to provide a variety of ways for students to access higher education programs. The College offers curriculum and programs for students seeking degrees or certificates, transfer, or occupational competencies and academic skills for career advancement. The College is committed to serving all segments of its diverse community by maintaining quality programs, identifying new educational needs and developing programs to meet these needs, and continually expanding its efforts to meet the needs of traditionally underserved groups. In addition, the College offers a comprehensive Continuing Education program and develops programs that support the economic development of the community.

The College has developed numerous programs and services to meet the needs of its student population (IA.1). Longstanding programs, such as the Transfer Achievement Program, Disabled Students Programs and Services, and Transfer Center have successfully served large student populations for many years. Other more recent programs, such as Running Start, Single Parents Arriving Ready for College (SPARC), and the Transitions Program, summer programs developed by EOPS, are bringing new students who previously did not see college as an option. With the addition of a Student Success counselor and the expansion and redesign of SBCC's Personal Development courses, the College is working to reduce the number of students who face academic probation or drop out. The MESA program is recruiting and supporting math, engineering, and science majors, especially students from underserved populations.

Notable among the College's recent efforts to address the needs of its student population is its Partnership for Student Success. Responding to the high numbers of underprepared students entering the College, SBCC undertook a college-wide effort in 2005 to plan the Student Success Initiative. The result of this initiative was the Partnership for Student Success, which included the expansion of the Gateway Program, with its in- and out-of-class peer tutors, expansion of the Math Lab and Writing Center, establishment of an Academic Achievement Zone for student athletes, and expanded use of online instructional aides (IA.2, IA.3, IA.4a, IA.4b, IA.4c, IA.5, IA.6).

Longstanding programs in the Continuing Education Division continue to successfully meet the lifelong learning needs of the community by providing a vibrant learning environment that assists students in reaching their personal and professional goals. Open entry-exit classes in parenting, basic skills education, health and safety, citizenship preparation, adult high school education, computer literacy, and Student Support Services (STEP Program - Steps to Employment/ Education Process) encourage community members to examine broad areas of their own potential, conquer challenges, enhance communication, develop creativity and improve relationships. Short-term vocational programs are continually developed to respond to the needs of those seeking ways to improve earning power, skill sets, and employment potential. The large Continuing Education ESL Program has recently been redesigned to provide for more effective assessment and placement of students, more continuity in curriculum, and an increase in student retention (IA.7). Continuing Education is an educational gateway that contributes to open access for students with diverse backgrounds and those seeking access to higher education. For some in our community, it is the first point of entry into our College.

Self-Evaluation

The College meets the standard. SBCC regularly surveys its students in the Credit Program, and according to results of the Student College Experiences Survey 2008, 93% of students surveyed would recommend SBCC to family or friends and 95% agreed or strongly agreed that "SBCC is dedicated to the success of each of its students" (IA.8). The College is currently developing a student questionnaire to administer to students in Continuing Education. Additionally, the College continually evaluates its programs and services to ensure that it is

effectively serving its student population and fulfilling its stated mission. The Annual Institutional Effectiveness Report provides data that is analyzed to identify unmet needs and suggest improvements in existing programs (IA.9). Similarly, Program Reviews are regularly conducted to analyze program data and improve program effectiveness (IA.10). One such review is the annual evaluation of the Partnership for Student Success. The evaluation report is presented to the Academic Senate, the Superintendent/President and the Board of Trustees, and the report is used by the Partnership leadership team to make recommendations or suggest improvements in its programs (IA.11a, IIA.11b, IA.12, IA.13).

Planning Agenda

The College will develop and administer a student questionnaire for Continuing Education to assess student satisfaction.

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

Descriptive Summary

The Board of Trustees approved SBCC's revised Mission Statement at its regular meeting on September 25, 2008 (IA.14). The College recognized the need to revise the previous statement when developing the current College Plan 2008-11 (IA.15). The main impetus was the need to incorporate SBCC's Institutional Student Learning Outcomes into its Mission Statement, but the dialogue that ensued revealed a strong consensus that the current Mission Statement did not sufficiently emphasize the College's commitment to the success of each of its students. The revision was a collaborative effort that involved all segments of the College community. During spring 2008, the Academic Senate drafted a revision that was reviewed by all constituencies (IA.16). Feedback was considered and a final draft was approved by the College Planning Council in April 2008 (IA.17). The revised Mission Statement is published in the College Catalog and on the College Web site (IA.1, IA.18). In spring 2009, it was published in the Schedule of Classes for both the Credit Program and Continuing Education (IA.19, IA.20).

Self-Evaluation

The College meets the standard. The dialogue that took place from fall 2007 through spring 2008 was extremely productive. Beginning in spring 2005, the College has been involved in the planning of its Student Success Initiative and the implementation, evaluation, and expansion of this initiative resulted in the Partnership for Student Success. The revision process provided an opportunity for the College community to clearly articulate its priority of ensuring student success. In addition, the revision process provided each constituency with an opportunity to reflect on its own role and ensure that this role was clearly included in SBCC's Mission Statement.

Planning Agenda

None.

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A.2

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

SBCC's Mission Statement is reviewed every three years when the College develops its three year plan. At this time, all segments of the College community are asked to take part in the development of the College Plan, and through this consultative process, the Mission Statement is reviewed and the Plan is developed. After extensive review by all College constituencies, the College Planning Council approves the Plan and, if revisions are recommended, the Mission Statement. The Board then reviews and approves the plan and any recommended revisions to the Mission Statement. In addition, the College Plan and Mission Statement are again reviewed at the end of each year (IA.21, IA.22).

Self-Evaluation

The College meets the standard. In spring 2008, the Mission Statement was substantially revised. The need for this revision was readily apparent, and the additional time and effort invested in the revision process were beneficial. It is unlikely that such a major revision will take place every three years when the College Plan is developed, but the mechanism is in place should the need arise. (IA.14, IA.16, IA.17).

Planning Agenda

None.

A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The Mission Statement provides the preconditions for setting institutional goals. It is central to planning and decision making at all levels of the College, involving everything from faculty and staff professional development and program review to resource allocation and infrastructure needs (IA.15).

Self-Evaluation

The College meets the standard. Two important examples serve to underscore SBCC's commitment to fulfilling its mission. As noted above, administration's discussions with department and program leaders about ways to increase student success, particularly the success of underprepared students, led to an Academic Senate effort to plan a Student Success Initiative (IA.23). The planning process involved faculty, students, administrators, and staff. This resulted in the Partnership for Student Success implemented in fall 2006, supported by the College Planning Council, funded by the Board of Trustees, and the Foundation for SBCC (IA.2, IA.3, IA.4, IA.5, IA.6, IA23, IA.24). This collaborative effort was awarded the 2007 California Community College "Chancellor's Award for Best Practices in Student Equity" and the Hewlett Foundation Award as a "Leader in Student Success" (IA.25).

The second example involves the development of the Long Range Capital Construction Plan. SBCC's commitment to the success of each student and service to all segments of its diverse community was central to the planning process. Faculty, students, staff and administrators provided input for the plan, which was reviewed by the College Planning Council and approved by the Board of Trustees (IA.26, IA. 27, IA.28, IA.29, IA.30). This plan became the basis for Measure V, SBCC's bond measure that was approved by 70% of the voters of Santa Barbara (IA.31). A decisive factor in the passage of the bond was the community's belief that the College is, in fact, committed to its mission of serving the needs of its students and its community.

Planning Agenda

None.

B. 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.

An Overview of SBCC's Planning Process

Prior to responding to this and the other standards addressed in this self study, it is important to provide an overview of the College's planning processes. These planning processes have been developed to support the institution's primary focus, which is to improve student learning, achievement and development.

Since the last self study, the institution has made the incorporation of Student Learning Outcomes (SLOs) a central focus of the College. This focus on improving student learning and achievement of specified learning outcomes is reflected in each of the College's planning processes. These include the following:

- College Mission Statement (IB.1)
- Institutional Effectiveness Report 2007-08 (IB.2)
- College Plans 2005-08 (IB.3), 2008-11 (IB.4)
- District Technology Plan (IB.5)
- Long-Range Development Plan (IB.6)
- SLO Implementation Cycle (IB.7)
- Faculty Professional Development Program and Guide (IB.8), and the Annual Flex Time Reports prepared for the Chancellor's Office (IB.9)
- Faculty Evaluations (IB.10)
- Administrative Procedures for Implementation of Program Reviews for Instructional Departments (IB. 11), Faculty-Led Student Services (IB. 12), and Operational Units (IB.13), Program Review Policy (IB.14).

- Accountability reports on student attainment of specified outcome measures in the career technical programs targeted in the institution's Perkins/VTEA plan (IB.15, IB.16), VTEA Accountability Reports for 2006-07 (IB.17) and 2007-08 (IB.18)
- Annual assessment of the College's Partnership for Student Success/Basic Skills/ESL initiatives: Year One (IB.19) and Year Two (IB.20)
- Annual reports for categorically funded programs and the Categorical Program Review Self -Study Report. Annual Reports for EOPS/CARE, DSPS, Credit and Non-credit Matriculation, CalWORKS (IB.21a, IB.21b, IB.21c)
- Self-study reports completed for program accreditations. Associate Degree Nursing (IB.22); Radiologic and Imaging Technology (IB.23); Automotive Technology and Services (IB.24); School of Culinary Arts and Hotel Management (IB.25); Health Information and Cancer Information Management (IB.26).



With the arrival of the Superintendent/President in June 2008, the College took a fresh look at all of its primary planning and resource allocation processes to ensure that they were aligned and reflective of the spirit of the accreditation standards. As a result of this assessment, changes have been made during the 2008-09 academic year in the College's planning and resource allocation processes so that they are more fully integrated, documented, and focused on assessing and improving student learning and institutional processes.

College Mission Statement and College Plan Mission Statement

The College's Mission Statement (IB.1) provides the overall framework for the institution's comprehensive planning process. The goals and the objectives in the College Plan (IB.4) provide the specific framework for the annual assessment of institutional effectiveness, which include:

- The measures of student learning, development, and achievement
- Student outreach and responsiveness to the community
- Faculty and staff
- Governance and management
- Applications of technology
- Facilities and fiscal support

College Plan

As previously mentioned in Standard IA, the College engages in a comprehensive planning process every three years in which new goals and objectives are defined to accomplish its mission. The College Plan includes objectives to improve student learning and success. The goals and measurable objectives in the College Plan 2008-11 are grouped into the following five areas:

- Student Learning, Achievement, and Development
- Outreach, Access, and Responsiveness to the Community
- Faculty, Staff, and Administration
- Governance, Decision Support, and Fiscal Management
- Facilities, Capital Projects, and Maintenance.

The process to produce the plan is comprehensive, involving all constituencies of the College community and culminating in approval by the Board of Trustees. The following documents and reports are used in identifying the goals and objectives to be included in the College Plan:

- "Scans" of the institution's internal and external environments, UCSB Economic Forecast Reports, 2007-08 (IB.27) and 2008-09 (IB.28), Institutional Effectiveness Report 2007-08 (IB.2), and Program Reviews (IB.29)
- ACCJC Accreditation Standards and the last Accreditation Visiting Team's evaluation report 2002 (IB.30)
- State and Federal government accountability requirements and reports: ARCC Report (IB.31), Perkins Plan for 2008-09 (IB.15) and VTEA Accountability Report for 2007-08 (IB.18)
- Mid-term evaluations conducted in 2007-08 (IB.32) on the degree to which the goals and objectives in the College Plan 2005-2008 were being achieved
- Evaluation of the measures of institutional effectiveness (IB.33, IB.2)
- Analysis of the College's Long-Range Development Plan (LRDP), the Capital Construction Plan and Facilities Maintenance Plan (IB.6)



The College's institutional governance groups consist of the Academic Senate, the Classified Consultation Group, the Associated Student Body, the College Planning Council, and the Board of Trustees. Each of these governance bodies is expected to contribute to the plan's content. They receive input on the goals and objectives in the College Plan from faculty, managers, classified staff, and students, all of whom are part of the College's governance structure. The College Planning Council serves as the primary institutional governance advisory committee to the Superintendent/President for institutional planning, resource allocations, and policy matters.

The College Planning Council is chaired by the Superintendent/President. It is comprised of representatives from each of the College's governance groups and the vice presidents. The College Planning Council is responsible for developing the College Plan. It provides its recommendations to the Superintendent/President. The Superintendent/President is responsible for taking the complete plan to the Board of Trustees for review and approval.

The Superintendent/President and Vice Presidents identify the persons who have overall administrative responsibility for the attainment of the specific goals and objectives in the College Plan. Prior to the College Plan 2008-11, the persons assigned overall responsibility for achieving specific goals and objectives in the College Plan were not required to prepare a written tactical plan for achieving the outcomes for which they were responsible. For the implementation of the College Plan 2008-11, each person assigned overall responsibility for achieving one or more of the goals and objectives is preparing an annual tactical plan, working with appropriate employees. These annual tactical plans will be developed by August 2009.

Processes and Cycle for Improving Institutional Effectiveness

The cycle for improving institutional effectiveness is carried out at multiple levels of the College. The process for developing and implementing the Mission Statement and the College Plan provides direction for the College as a whole and for each of its planning processes. The following are brief descriptions of the core components of the College's planning process.

Student Learning Outcomes Implementation Cycle Plan

Each instructional and student services support program has submitted a plan to implement each of the six components of the SLO Implementation Cycle for their courses, state-approved certificates and degrees, and student support services by the end of the 2011-12 Academic Year (IB.34). The components of the SLO Cycle are:

- 1. Identify SLOs and 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 and in course syllabi.
- 2. Map course SLOs to the department's program SLOs and to the Institutional SLOs.
- 3. Implement SLOs in courses and programs.
- 4. Collect and report data on student achievement of the SLOs.
- 5. Review the results on student attainment of the course, program and ISLOs.
- 6. Develop and implement a plan to improve student learning and achievement.

All course and program SLOs must complete this cycle at least once every three years. Prior to spring 2009, the College was using its own Web-based forms and reports for each of the components of the SLO Implementation Cycle (IB.35) In September 2008, the decision was made to begin using the eLumen system for SLO data input and SLO report generation. The eLumen product will be used for SLO data entry and report generation beginning in fall 2009 (IB.36). The College is working with eLumen to develop separate SLO data input and SLO report generation systems for student services and Continuing Education that meet the unique needs of both areas. The eLumen SLO systems for credit classes and student services will be operational in time to enter fall 2009 SLO data.

The SLO Coordinating Group is comprised of the Executive Vice President, Educational Programs, the SLO Coordinator (a faculty member), the Senior Director, Institutional Assessment, Research and Planning, the Academic Senate President, two faculty members appointed by the Senate President, a dean representing Student Support Services, a representative from Continuing Education appointed by the Vice President of Continuing Education, and a student appointed by the Student Senate President. The Group is responsible for monitoring, evaluating, and identifying strategies for improvement of student learning, including attainment of the College's ISLOs. The SLO Coordinating Group has devoted a significant amount of its time in 2008-09 working with eLumen on identifying, implementing, and field testing the changes to its program needed to make its SLO Management System as easy to use as possible and to ensure that the reports it generates contains the information faculty, student services staff and managers can use to guide their efforts to improve student learning.

The SLO Coordination Group receives input from the Academic Senate's Committee on Teaching and Learning and from the Student Services SLO Leadership Group. The Committee on Teaching and Learning is responsible for providing the leadership in analyzing student performance on the ISLOs and making recommendations for improvement. The Student Services SLO Leadership Group is comprised of the Executive Vice President, Educational Programs, two Deans responsible for a number of the College's student support services, the Director of Financial Aid, the Director of DSPS, the faculty member on the SLO Coordinating Group who has specialized knowledge about the SLO processes used in student support services, and a student appointed by the Student Senate President. The Student Services SLO Leadership Group is responsible for providing input to the SLO Coordinating Group on the development and modifications of the eLumen system. These analyses are used to identify strategies for program improvements that can be used by both instructional and student services departments. The Group's analysis and recommendations are submitted to the appropriate governance groups and organizational units for their consideration and use in planning, evaluation and improvement. The aggregate results for student performance on the course, program and institutional SLOs (The ISLOs) are posted on the SLO Plan Web site (IB.35).

The Institutional SLOs (ISLOs) were approved by the Academic Senate (IB.37), the College Planning Council (IB.38), and the Board of Trustees (IB.39). The Institutional SLOs have been incorporated into the College Mission Statement (IB.1) and College Plan 2008-11 (IB.4). The importance of assessing and improving student achievement of SLOs is reflected in Goal 1 and the objectives for its attainment in the College Plan 2008-11.

The Academic Senate, with concurrence from the Instructors' Association, approved modifying the Faculty Job Descriptions and the Faculty Responsibilities Checklists for Contract Instructional Faculty (IB.40), Adjunct Instructional Faculty (IB.41), Educational Support Division Contract Faculty (IB.42) and Educational Support Division Adjunct Faculty (IB.43) to include the expectation for faculty to participate in implementing the SLO Cycle for their courses and programs (IB.44). These new policies and procedures will be implemented in fall 2009.

Program Planning

Program planning is a major component of the process for improving institutional effectiveness. The College's Program Review procedure was revised in 2002 and again in fall 2008 and contains modifications for instructional planning, (IB.11); faculty-led student services planning (IB.12); and operational planning (IB.13). The most recent revisions to the procedures for implementing the Program Review process included additional written documentation. Departments are now required to submit their goals, objectives, and resource requirements, so that they parallel with and are fully integrated into the College's revised processes for planning, budgeting, allocating resources, and assessing institutional effectiveness.

Program Reviews are to be completed every three years corresponding to the development of the institution's three-year College Plan. In addition, each program is required to update its goals, objectives, resource requests, and progress in achieving its objectives on an annual basis. The updated templates are incorporated into the College's annual planning, budgeting, resource allocation, and assessment of institutional effectiveness processes. State, federal, and other required program review, certification, and accreditation reports are completed as required and are incorporated in the Program Reviews for those areas. Also incorporated are the required discipline state and national accreditation reports such as those that have been completed for the Associate Degree Nursing program (IB.22) and the Automotive Service and Technology (IB.24).

In response to the reductions in state funding that took place in 2002-03, the College Planning Council endorsed the request from the Superintendent/ President to use the Collaborative Planning Process – CPP (IB.45). The CPP called for each instructional and student support program and most of the operational units of the College to provide specific quantitative and qualitative information regarding its budget, efficiency in performing its services, goals and objectives for the coming year, resource requests, suggestions for generating additional FTES or other sources of revenue, and suggestions to reduce costs without undermining the quality of the education provided to students. The CPP reviews took the place of the program reviews in 2004-05 and in 2005-06, and were used by the College Planning Council as part of its planning, budgeting and resource allocation process. With the improvement of the State budget for the College, the Collaborative Planning Process was discontinued.

In fall 2008, the College Planning Council approved the recommendation from the Superintendent/President to require all of the College's instructional, facultyled student services, and operational units to complete their program reviews by the end of the 2008-09 academic year following the requirements specified in the new Program Review procedures. Operational Program Reviews were completed by the end of December 2008. The instructional department and faculty-led student services programs completed their program reviews by the end of May 2009. The completed program reviews are posted on the College's intranet (IB.29).

As called for in the planning process for 2008-09, each unit of the College submitted its resource requests by the end of December 2008. All academic departments (IB.46) and operational units (IB.47) were asked to follow the instructions for identifying and prioritizing the resource requests they submitted. The College Planning Council will complete its review and prioritization of the resource requests by September 2009. The Superintendent/President, in consultation with the Executive Committee and College Planning Council, will identify the funds available each year to pay for new one-time and ongoing resource requests that were submitted and prioritized following the College's program review, planning and budgeting processes.

Measures of Institutional Effectiveness

The measures of institutional effectiveness are a core component of the College's planning process. The measures used to evaluate the institution's effectiveness are placed in categories that correspond to the following five major areas of focus in the College Plan:

- 1. Student Learning, Achievement and Development
- 2. Outreach, Access and Responsiveness to the Community
- 3. Faculty, Staff and Administrators
- 4. Governance, Decision Support and Fiscal Management
- 5. Facilities, Capital Projects and Maintenance.

The Board of Trustees conducts an annual review of the progress being made in achieving the measures of institutional effectiveness (IB.48). The outcomes of this evaluation are used to inform the College of priorities to improve student learning and the effectiveness of institutional processes.

Sources of Data Used in the College's Planning and Assessment Processes

The primary sources of data used in the College's planning and assessment processes are derived from College, state and other external resources:

College Generated Data

- The Banner System (includes data on student demographics, course enrollments and grades, degrees and certificates, assessment, probation/ disqualification, and staff/faculty, and a number of other elements)
- The State Management Information System (MIS) that corresponds to the data elements prescribed by the Chancellor's Office for the California Community Colleges
- The Student Accountability Records System (SARS)
- SLO Reporting System and, beginning in fall 2009, the eLumen SLO Management System
- Student Survey (IB.49)
- Workplace Environment Survey (IB.50)
- Operational Unit Client Satisfaction Survey used in support of their program reviews
- Office of Educational Programs Client Satisfaction Survey in support of its program review process (IB.51)
- Client surveys developed by individual administrative and student services departments to provide additional information not collected as part of the surveys noted above.
- The Supplemental Instruction Records System (SIRS)

Data Provided by the Chancellor's Office

• Data provided to the College from the State, such as student performance on each of the Accountability Reporting for the Community Colleges (ARCC) measures and the Federal Government's VTEA and now Perkins Act performance data (IB.52)

Data from Other External Sources

Data from other sources, such as UCSB's Economic Forecast, U.S. Census, the California Department of Education (CDE), the California Postsecondary Education Commission (CPEC), and the National Student Clearinghouse (NSC), are used to inform the College's planning and assessment of institutional effectiveness processes. Table 1 below lists some of the data sources used in the College's planning and assessment processes.

Planning and Assessment Processes and Corresponding Data Sources

Planning/Assessment Process	Data Source (s)	
SLO Implementation Cycle	Currently SLO Web site; in the future eLumen & Banner	
Program Reviews	Banner data and surveys	
Faculty Evaluations	Student Responses on Surveys used for Faculty Evaluations	
College Mission Statement	Evaluation of the Goals and Objectives in the College Plan	
College Plan	Various including Banner, ARCC, Program Reviews, Surveys	
Measures of Institutional	Various including Banner, CCCCO, NSC, CPEC, CDE, US	
Effectiveness	Census, UCSB Economic Forecast, IT, HR, Facilities,	
	Accounting office, Continuing Education	
Partnership for Student	Banner and SIRS	
Success		
ARCC	MIS files (source for MIS files include Banner, SARS, SIRS, VTEA surveys, CalWORKS files, payroll files)	
District Technology Plan	Project Status Reports as recorded in the District Technology Committee Meeting Minutes	
Faculty Professional Development Program	Faculty Professional Development Reporting System	
Educational Master Plan	College Plan, Program Reviews, SLO data in eLumen, MIS	
After it is Developed in	files	
2009-10		
Long-Range Development	College Plan, MIS reports, Long-Range Capital Construction	
Plan	Plan	

Additional Planning Processes Used in the Cycle for Improving Institutional Effectiveness

The College has a number of function-specific plans that are taken into account in the formulation of the goals and objectives in its three-year College Plan. These include the following:

- The Long-Range Development Plan (IB.6)
- Long Range Facilities Projects (IB.53)
- The District Technology Plan (IB.5)
- The Transfer Plan (IB.54)
- The SLO Implementation Cycle (IB.7)
- The Credit and Non-credit Matriculation Plans (IB.55, IB.56)
- The ESL/Basic Skills Initiative Plan (IB.57)
- The Enrollment Management Plan 2009-2011 (IB.58)

The College is in the process of developing its Educational Master Plan. This plan, which will be completed by December 2009, will be used in conjunction with the information noted above in future planning and improvement of institutional effectiveness processes.

Each of these plans is integrated into the College's planning, resource allocation and improvement processes. They form the basis for establishing the goals and objectives in the three-year College Plan and the planning process for departments. Each of these plans includes an evaluation component designed to improve institutional effectiveness.

Resource Allocation

The revised planning process, implemented in fall 2008, requires all requests for new resources be submitted through the Program Review process. These requests are reviewed and prioritized by the departments and then by the area vice president for all the resource requests submitted in the areas for which they are responsible. The vice presidents' recommendations are then submitted to the Executive Committee for review and recommended prioritization. The Executive Committee's recommendations are presented to College Planning Council for its review along with all resource requests included in the program reviews. The College Planning Council makes recommendations to the Superintendent/ President for the allocation of new resources and reductions or redirection of existing resources.



The number of new full-time faculty to be hired is determined by the State for the College to meet its Full-time Faculty Obligation requirement. The Academic Senate is the governance body that ranks and recommends requests for new and replacement contract faculty to the Superintendent/President.

Allocations of resources within a department's existing budget are made by the department chair or program manager in consultation with appropriate faculty, staff and vice president. Reallocations of existing resources are submitted to the area dean or vice president for approval. Resource requests for funds that are available in the budget for a categorically funded academic and student services program are evaluated and ranked by the appropriate committee and are forwarded to the area dean and Executive Vice President for approval. The Superintendent/President recommends the budgets for categorical programs to the Board of Trustees for approval.

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

Descriptive Summary

An ongoing, collegial and self-reflective dialogue about the continuous improvement of student learning and institutional processes is incorporated into the College's planning, assessment, and professional development policies and procedures. As described above, this dialogue takes place, for example, in drafting the College Plan and the College Mission Statement, and in the Annual Institutional Effectiveness Report (IB.2). The dialogue to improve student learning and institutional processes is at the core of each of the College's other planning processes, procedures, and policies, including the following:

- Faculty and staff evaluations
- Faculty professional development activities (IB.59)
- Instructional, Faculty-Led Student Services and Operational Program Reviews
- Measures of Institutional Effectiveness
- The components of the SLO Implementation Cycle
- The Credit Division Matriculation Plan
- The Continuing Education Matriculation Plan
- The ESL/Basic Skills Initiative Plan
- The Partnership for Student Success

History of the Dialogue on Using SLOs to Improve Student Learning

Since the time of the last self study, members of the College community have been engaged in a rich, ongoing, collegial, self-reflective dialogue on using student learning outcomes (SLOs) to improve student learning. This dialogue, which began in June 2004, has resulted in the development and institutionalization of the SLO Implementation Cycle (IB.7). The components of the SLO Implementation Cycle require each instructional and student services program/ unit to do the following:

- 1. Identify SLOs and 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 and in course syllabi.
- 2. Map course SLOs to the department's program SLOs and to the Institutional SLOs.
- 3. Implement SLOs in courses and programs.
- 4. Collect and report data on student achievement of the SLOs.
- 5. Review the results on student attainment of the course, program and ISLOs.
- 6. Develop and implement a plan to improve student learning and achievement.

B.1

The chronology of the dialogue on SLOs that has taken place at the College demonstrates that there has been broad-based participation in this dialogue to improve student learning (IB.60)

College Plan

SBCC continues to build upon its well-established processes for engaging the College community in dialogue about institutional effectiveness. The College Plan provides the framework for dialogue across the institution regarding major goals and objectives. This is accomplished by gathering input from each of the institution's governance groups on the College's planning processes. The input includes suggestions and feedback on the goals and objectives to be included in the College Plan and the measurable outcomes to be achieved.

Measures of Institutional Effectiveness

The Institutional Effectiveness Annual Report (IB.2) that has been produced in each of the past 20 years is comprised of the measures to evaluate the achievement of the goals and objectives in the College Plan and other desired outcomes that are not included in the College Plan. The status of the achievement of the measures of institutional effectiveness is reviewed on an annual basis by the Board of Trustees (IB.48) and the other governance groups and organizational units. The review of the performance evaluation data stimulates a rich dialogue on strategies that can be implemented to improve student learning and institutional processes.

Evidence of the dialogue that takes place as part of the review of the measures of institutional effectiveness is provided in the process that resulted in the development of the College's Student Success Initiative later known as the Partnership for Student Success (PSS), described extensively in Standards IA and IIA.

Since its inception, there has been extensive dialogue and input into all components of the Partnership for Student Success Plan, from the identification of each year's goals and objectives, to the development of strategies for implementing them: Year One (IB.19); Year Two (IB.20).

Given the degree of overlap between the goals and objectives of the PSS Plan and those of the state-mandated ESL/Basic Skills Initiative Plan, the Academic Senate, with concurrence of the Executive Vice President and of the Superintendent/ President, decided to merge the PSS Plan with the ESL/Basic Skills Plan and expand the PSS Steering Committee. Faculty, student support programs faculty and staff, and the Office of Institutional Assessment, Research and Planning provide input into components of this plan.

In spring 2008, the Continuing Education Division established a Steering Committee to complete a self-assessment and develop its plan for allocating ESL/ Basic Skills funds. In 2008-09, members of the Continuing Education Steering Committee have been invited to attend the PSS Steering Committee meetings. In addition, joint meetings of those involved in the ESL/Basic Skills Initiative from both divisions have taken place.

Program Reviews

Program Reviews require an extensive dialogue on the extent to which students are achieving department/program objectives to improve student learning of desired outcomes. Members of each department/program are expected to participate in the development and evaluation of student achievement of the unit's goals and objectives and to use this information to identify strategies to improve student performance. The Program Review process was modified in 2002 to include an assessment of the department/unit progress in using SLOs to improve student learning. In order to increase the opportunity for all contract and as many adjunct faculty and staff possible to participate in the development and evaluation of the unit's program review, a significant amount of time is set aside at the fall (IB.61) and spring (IB.62) in-services for departments to work on their Program Review plans and SLOs. The Instructional Department, Facultyled Student Services and Operational Unit Student Services program reviews are to be conducted every three years in the same year as the development of the new three-year College Plan. Requests for new resources are submitted in October on an annual basis.

Operational Program Review

A new Operational Program Review was implemented in fall 2008 (IB.13). Prior to 2008-09, there was no formal process for evaluating the College's operational/ administrative units. As with the instructional and the faculty-led student services program reviews, the Operational Program Reviews are designed to engage all members of the unit in discussions of the unit's role in improving student learning and its operational processes. Operational Program Reviews result in increased dialogue on improving student learning and institutional processes. Because data on client satisfaction within the unit are used in discussions to improve its performance, the unit contributes directly to the College Plan.

All operational units have completed their program reviews in 2008-09. Program reviews for all departments and units of the College will be updated in the same year as the development of the new three-year College Plan. In 2008-09, all resource requests for the following year were submitted in December 2008. Beginning in 2009-10, requests for new resources are to be submitted in October on an annual basis. This earlier date will allow for more time to review and prioritize the requests for resources and to make decisions on which of the requests will be funded if resources are available. The process for submitting and prioritizing resource requests were described more fully in the introduction to Standard IB.

Facilities Plans

The College's Long-Range Development Plan (LRDP) and its Capital Construction Plan (CCP) are reviewed and updated on a regular basis by the College Planning Council and the Board of Trustees. The LRDP is the official document that is submitted to the State for review and approval. The CCP is an internal College document that is used in the consultation process and in the preparation of the LRDP. The LRDP requires much more specificity than what is contained in the CCP. There is extensive dialogue about and input into which projects are to be included in these plans and the priority for funding and implementation. Decisions on which projects are included in these plans and the priorities for funding are based on existing and projected educational needs of the College to support student learning and institutional processes. Evidence of the extensive dialogue that takes place in informing, prioritizing, and evaluating the projects to be included in the College's facilities plans is provided in the process that resulted in the development of the projects to be included in the institution's successful Measure V Bond. The extensive dialogue on identifying the projects to be included in this bond measure resulted in its endorsement by each of the College's governance bodies (IB.63).

Additional Planning and Evaluation Processes

In addition to the structured planning and evaluation processes noted above, the College has a number of practices that facilitate dialogue on producing and supporting student learning, measuring that learning, assessing how well learning is occurring, and making changes for its improvement. Several of these ongoing processes are noted below:

- Faculty evaluations require a focused discussion on student learning and strategies for its improvement (IB.10). Faculty are required to include course SLOs in their syllabi and to participate in department discussions on using SLO data to develop and implement an improvement plan to increase student learning.
- Instructional and Student Services department and division meetings are scheduled during the fall and spring in-service days and throughout the academic year. These meetings provide faculty and staff the opportunity to discuss and provide input into department, division, Academic Senate, and College planning priorities, policies and procedures, particularly those that pertain to the improvement of student learning and institutional processes.
- The Faculty Professional Development Policy requires all full-time contract faculty members to participate in 30 hours of approved flex time activities each semester, including the two mandatory all faculty inservice days scheduled the week before the start of the fall and spring terms (IB.8, IB.9). Adjunct faculty members are required to complete flex hours proportional to their teaching assignments. Adjunct faculty members are encouraged to use a portion of their flex hours to participate in department meetings where SLOs, program review, curriculum and pedagogical items are discussed.
- The Student College Experiences Survey is conducted on a periodic basis with the most recent one completed in spring 2008 (IB.49). Faculty, student support services faculty and staff, the Senior Director, Institutional Assessment, Research and Planning, the Superintendent/ President, Vice Presidents, Deans' Council and Academic Senate provide input into the items to be included in this survey. The results and recommended strategies to take to improve student learning are disseminated and discussed by each of the College's governance groups, including the Board of Trustees (IB.64). The results and recommendations from this survey are used to inform and evaluate the goals and objectives in the College Plan and those in department/unit program review plans.
- The Curriculum Advisory Committee requires that all courses include the list of SLOs as an appendix to the course outline of record. This requirement fosters dialogue in the creation and review of course and program SLOs in both department and committee meetings.

- Career Technical Education program advisory committees meet at least once a year to discuss curriculum and instructional items that pertain to the improvement of student learning needed to prepare students to be successful in entering and/or advancing in their careers.
- The process for discussing each component of the SLO Implementation Cycle has been incorporated into department program reviews, Faculty Professional Development activities, Academic Senate committee assignments, the College Plan, and institutional evaluation processes. The Academic Senate's Committee on Teaching and Learning reviews the aggregate data on student performance on each of the Institutional SLOs and makes recommendations to the SLO Coordinating Group and to the Academic Senate on recommended steps that can be taken to improve student learning. A representative from the Student Services SLO Coordination Group serves on the SLO Coordination Group. Summaries of the outcomes from the meetings of these Coordinating Groups that have taken place in fall 2008 and spring 2009 are posted on the SLO Web site (IB.35).
- The recommendations on strategies faculty and student services faculty and staff can take to improve student learning are used by the Faculty Professional Development Committee to identify workshops and other training activities. The College Plan includes objectives that pertain to the SLO Implementation Cycle and the use of SLOs to improve student learning and achievement of the ISLOs. All instructional and student services departments are required to establish one or more objectives in their program reviews that pertain to using SLOs to improve student learning and achievement. Moreover, as part of the program review process, a component of the Curriculum Inventory Review Checklist requires each department to update the status of implementing its SLO Cycle.
- The Continuing Education Division has developed an SLO process that assures faculty have significant discussions about content, teaching methodologies, learning strategies, materials, measures, SLOs, rubrics, standards, and scoring. This process began by introducing the concept of Student Learning Outcomes to its faculty at the fall 2005 Faculty Inservice. In 2008-09, all existing course outlines were reviewed for appropriate content and the inclusion of SLOs. Following the approval of SB 361 Enhanced Funding for Non-Credit courses and certificates in June 2007, a concerted effort began to identify appropriate SLOs for these courses. In January 2008, the Continuing Education Division SLO team (Continuing Education SLO) began meeting regularly to formulate SLO measures and an implementation and reporting procedure and timeline (IB.65).
- In August 2008, the SLO Team was renamed the Continuing Education Curriculum Oversight Committee, and its role was expanded to include oversight of the Continuing Education Division program review process. A representative of this committee is appointed by the Vice President of Continuing Education to serve as a member of the SLO Coordinating Group. The Continuing Education Division will be using eLumen as its tool for entering SLO student performance data and generating reports on the degree to which students are achieving desired course, program and institutional SLOs. Since the existing

eLumen SLO system was not developed to meet the unique needs of Continuing Education courses, the SLO Coordinating Group and eLumen have agreed to work with eLumen to modify its system to make it an effective tool for non-credit classes. The version of eLumen for Continuing Education is scheduled to be ready to use to enter SLO data in 2009-10.

The Continuing Education's Curriculum Oversight Committee (Continuing Education COC) meets bi-monthly to review and discuss curriculum and the creation and review of enhanced and non-enhanced funded courses and programs and the SLOs for those courses and programs. The Continuing Education COC is comprised of the Vice President of Continuing Education, the Dean for Continuing Education, two faculty members appointed by the Vice President of Continuing Education, and a classified administrative assistant responsible for the minutes and for inputting Board of Trustees approved courses and programs into the Continuing Education Scheduling Office Curriculum Data Base. Courses are submitted to the Continuing Education COC by the program managers, Continuing Education Coordinators and the Dean for Continuing Education for review and are placed into the approved Curriculum Advisory Committee forms for non-credit classes. Once approved by Continuing Education COC, the courses/programs are submitted to Curriculum Advisory Committee for review and approval. The chair of the Continuing Education COC is responsible for submitting all approved state-funded courses and programs to the Chancellor's Office for California Community Colleges.

Self-Evaluation

The College meets the standard. As noted above, dialogue is at the heart of SBCC's plan to improve student learning and institutional processes. The College has focused the dialogue on the improvement of institutional effectiveness and in encouraging greater participation in these discussions by members of each of the institution's constituency groups. Procedures have been incorporated into core College planning and evaluation processes to ensure widespread and focused dialogue on improving student learning and institutional processes. This is reflected in the revised Program Review Policy and procedures for its implementation, the SLO Implementation Cycle, and the more formal and frequent reviews and assessments of the College's facilities plans. The effectiveness of the College's processes for developing and using SLOs to improve student learning was recently recognized by the California Community Colleges Board of Governors, who awarded it Honorable Mention in the 2008 Exemplary Program Award (IB.66).

Since the time of the last self study, significant progress has been made to formalize the process for classified staff and students to more fully participate in the dialogue pertaining to improving institutional effectiveness (see response to Recommendation 1 earlier in the Self Study). The number of classified staff that are voting members on College Planning Council has been increased from one to three, classified staff serve on a number of planning committees, they are expected to participate in the program reviews for their departments/units, and supervisors have been asked to accommodate classified staff in their areas to take part in CSEA, Board of Trustees and College governance committees.

In the past three years, the President of the Student Senate has attended meetings of the Academic Senate, College Planning Council, and the Board of Trustees on a regular basis. In addition, the President of the Student Senate has appointed students to serve on several governance committees and taskforces (e.g., ISLOs, Student Success Initiative Task Force, Partnership Steering Committee) to provide a student perspective on the items being discussed. Two years ago, a tradition was established to invite the President of the Student Senate to give at least one presentation at one of the two in-service days on steps that can be taken to improve student learning. In addition, several of the in-service days included a student panel to provide their perspective on such topics as the value of SLOs, the reasons some students do not succeed in their courses, and suggestions on what faculty and staff can do to mitigate these factors.

The Superintendent/President, the Executive Vice President, Educational Programs, and the dean assigned to advise the Associated Student Body and the Student Senate are responsible for taking all policy and related matters that affect students to the Student Senate for review and input.

Steps have been taken to involve adjunct faculty and short-term hourly staff in the dialogue pertaining to improving student learning and institutional processes. The modifications to the Adjunct Faculty Job Description and Faculty Responsibilities Checklist and the Educational Support Division Faculty Responsibilities Checklist that are part of the faculty evaluation process require adjunct faculty to participate in the implementation of SLOs, take part in department discussions on using SLOs to improve student learning, and participate in department discussions of their program reviews. Adjunct faculty are encouraged to use their flex hours (Faculty Professional Development Hours) to participate in department meetings on in-service days to work on SLOs, program reviews, curriculum, and class schedule development. Department chairs have been asked to make arrangements to include adjunct faculty in department discussions either in person or through alternative mechanisms such as conference calls, online bulletin boards, and e-mail. The Program Review procedures for instructional and student services departments requires departments to invite regular classified staff and encourage short-term hourly staff to participate in discussions that pertain to SLOs and program reviews.

The objective in the College Plan 2005-08 that called for a survey of faculty and staff satisfaction with their jobs and with the support provided by the institution was not completed within the timeframe of the plan. The Workplace Environment Assessment, which included questions about college employee engagement in and satisfaction with their participation in their department/ unit and college processes, was administered to all employees in November 2008 (IB.60). The analysis, results and recommendations from this survey were completed in March 2009.

Planning Agenda None. 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.

Descriptive Summary

The measurable objectives for improving institutional effectiveness are established in the College Plan 2008-11 (IB.4) and the District Technology Plan 2008-11 (IB.5) and are included in the Institutional Effectiveness Annual Report 2007-08 (IB.2). Each of these plans specifies goals and measurable objectives with timelines and individuals assigned responsibility for their attainment. The goals and objectives of the College Plan are developed, reviewed and approved every three years through a process that engages the institutional governance committees and departments. This review and approval process ensures broadbased participation and understanding of the College's goals and objectives for improving institutional effectiveness (IB.67).

The progress toward achieving the goals and objectives in the College Plan are reviewed by the College Planning Council at the end of each year when more complete data are available. Progress toward achieving the measures of institutional effectiveness is reviewed at the end of each year (IB.48). The results of these assessments are distributed widely across the College's governance committees and its constituency groups. The District Technology Committee reviews progress towards achieving the goals of the District Technology Plan and forwards its analysis to the College Planning Council.

The facilities-related plans identify the projects, estimated costs, and timelines for their completion (LRDP; Capital Construction Plan). Progress toward completing the projects in these plans is reviewed by the College Planning Council on a regular basis. Members of the College Planning Council disseminate and discuss the status of these projects with their respective constituency groups for their review and feedback. The status of each of the College's plans is submitted to the Board of Trustees one or more times per year for their review and analysis.

In 2008-09, the College enhanced how it documented its goals and objectives of its planning documents and integrated them into its planning and resource allocation processes. These enhancements included: (1) introduction of the new Operational Program Review Procedures; (2) modifications to the Instructional and Faculty-led Student Services Program Review Procedures; (3) development of a written Enrollment Management Plan; and (4) modifications in the formulation of goals and objectives in the District Technology Plan.

Common templates have been introduced for each of the Program Review processes that require documentation of the following information: (1) identification of the departments/units/ programs measurable goals and objectives and their relationship to those in the College Plan; (2) strategies, timelines, person(s) responsible, and resources, if any, required to achieve the measurable goals and objectives; (3) dependencies on other departments/units of the College for achieving the measurable outcomes; and (4) status on the progress being made toward achieving the measurable objectives (IB.11, IB.12, IB.13).

These templates, which are incorporated into the program review reports, are submitted to the appropriate vice presidents for review and analysis and then used by the College Planning Council, and the Superintendent/President to assess the degree to which the College's goals and objectives are being achieved. The status of attainment for each measure of institutional effectiveness is posted on the College's Web site and distributed to members of the College community (IB.2)



As noted in the introduction to Standard IB, all instructional, faculty-led student services, and operational unit program reviews have been completed during the 2008-09 academic year. These plans, which include an annual update of departments/units/programs objectives, status of their attainment, and resource requests, will be used as part of the process for assessing and improving institutional effectiveness and in prioritizing resource allocations. It is expected that the changes in the College's planning processes will facilitate a more concentrated focus on assessing and improving institutional effectiveness. An evaluation of the extent to which the modified planning processes are achieving their intended purposes will be conducted by the College Planning Council during the spring 2010 semester.

All instructional departments and student services programs have submitted their timeline for completing the SLO Implementation Cycle (IB.7). The timelines have been incorporated into the eLumen SLO management system. The SLO Implementation Cycle, described in prior sections of this standard, requires departments to identify SLOs and the measures for assessing their achievement and to use the data on student attainment of the measurable outcomes to improve student learning. The data reports and the improvement plans are incorporated in Program Reviews and are used to assess and inform the goals and objectives for the department and for the College.

All instructional and student services departments identified the SLOs for their state approved certificate and degree programs and student support services programs by the end of the fall 2008 semester. This process included mapping the course SLOs to the program SLOs and the course SLOs and student support program SLOs to the ISLOs. The data reports on student achievement of the course, program, and ISLOs will be distributed to departments twice a year for use in developing plans to improve student learning. An online form has been developed for reporting student performance on course SLOs which are mapped to the program and to the ISLOs. A separate online form has been developed for departments to submit their improvement plans.

Self-Evaluation

The College meets the standard. Nevertheless, in preparing for this self study, the College determined that its planning processes for establishing measurable goals and objectives and using them to enhance its effectiveness needed to be improved. The following components of the institution's planning processes were implemented in the 2008-09 academic year:

- The goals and objectives in planning documents have been written as measurable objectives and have been separated from the strategies for their implementation;
- Standard templates/forms have been developed and are being used to document the goals and objectives, strategies for their attainment, and status reports on their achievement for all the College's planning processes (e.g., College Plan, District Technology Plan, program reviews, facilitiesrelated plans, the Enrollment Management Plan);
- Written plans will be completed for existing planning processes for which adequate documentation does not exist (e.g., Educational Master Plan fall 2009);
- 4. Each component of the institution's planning processes has been integrated into the College Plan, resource allocation, and improvement processes.

Planning Agenda

The draft of the Educational Master Plan will be completed by October 2009 and finalized by December 2009.

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.

Descriptive Summary

As described in the introduction of this section, the College implemented revised planning processes in fall 2008. These are designed to integrate the planning and evaluation processes for all units of the institution. The College Plan sets the overall direction for the institution, including the Credit, Continuing Education and Operational Divisions. It contains agreed upon goals and measurable objectives and the timelines for their attainment. The Superintendent/President and Vice Presidents assign the individual(s) responsible for achieving the objectives. An annual evaluation is conducted by the College Planning Council on the progress made towards measurable objectives. The evaluation process includes the identification of barriers that need to be addressed to achieve the objectives in the College Plan and new developments that were not known at the time the plan was developed that must be addressed. The results of the annual assessment of the College Plan are reported to and discussed by the Board of Trustees at one or more of its Study Sessions.

B.3

The Institutional Effectiveness Annual Report contains the measurable goals and objectives in the College Plan and state and federal accountability requirement measures. Longitudinal data are provided for the vast majority of these institutional effectiveness measures. The Institutional Effectiveness Annual Report is reviewed by the College Planning Council and then the Board of Trustees each fall.

The results of the College Planning Council's and the Board of Trustees' analysis of the progress made towards the goals and objectives in the College Plan and the measures of institutional effectiveness are used to make decisions regarding the improvement of institutional effectiveness and to inform the goals and objectives to be included in related planning processes. An example of this process was the Board of Trustees' directive to the Superintendent/President to develop a plan to increase the success of students that entered the College in need of remediation. This resulted in the creation of the Partnership for Student Success Plan which has been described in the introduction to this Standard.

The Long Range Development Plan and the Capital Construction Plan are reviewed on a regular basis by the College Planning Council with input from each of its constituency groups and the Board of Trustees. These periodic reviews, which have been described in a prior section of this Standard, assess the progress being made in completing the projects in these plans and identify ones to be added, modified or dropped from the plans. Current and projected needs to improve student learning and the effectiveness of institutional processes are given the highest priority in determining the projects to be included and funded in the facilities plans.

Attainment of the goals and objectives in the College Plan are used to inform those involved in developing and monitoring the implementation of the institution's other planning and evaluation processes. These plans and processes include the District Technology Plan 2008-11, the Enrollment Management Plan 2009-2011, Program Review plans, the Basic Skills/ESL Plan, the Partnership for Student Success Plan, and the SLO Implementation Cycle. In fall 2009 the Educational Master Plan will be incorporated in this review process. Applicable College Plan goals and objectives, quantitative and qualitative measures of their attainment, and other objectives that are more specific to a department or operational unit are incorporated into each of the institution's planning and evaluation processes.

The goals and objectives in the College Plan and the assessment of their achievement are taken into account in resource allocation decisions by the area vice presidents for allocation of resources within their budgets or by the College Planning Council and then the Board of Trustees for new resource requests. In nearly all instances, quantitative and/or qualitative data justifying requests for new resources were required and used in the decision making process.

The College has implemented several new tools to make it easier for individuals to access data needed to conduct evaluations to support resource requests. These systems include Financial Reporting System and Argos reports.

The Financial Reporting System is an online management information system with 300 active users. The fiscal data is maintained up-to-date by automatically synchronizing with the College's general ledger accounting system each night. The reports display budgets, actual revenue and expenditures, encumbrances and remaining budget amounts. The financial information 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, or the budget can be viewed at the fund, vice president, dean/manager, grant or cost center level. Administrators can drill down to the transaction level to see individual receipt, disbursement, encumbrances and budget entries.

The procedure for identifying new and replacement faculty positions to be funded for the following year is another example of the institution's planning, resource allocation, and improvement processes. Requests for new and replacement faculty are evaluated and ranked by the Academic Senate, and its recommendations are forwarded to the Superintendent/President for review and approval (IB.68). Proposals requesting new and replacement faculty positions require departments to provide quantitative data and qualitative information to support the need for the position and to show how the position requested would support the objectives in the College Plan, particularly those that pertain to student access and learning. All requests for new and replacement faculty positions must be included in the department program reviews.

A core component of the institution's planning process is the ongoing assessment of student learning outcomes at the course, program, and institutional levels. This process requires the development and implementation of plans for improving student performance on each of the SLO measures (SLO Implementation Cycle). Resources have been allocated to support this core process. The resources include the assignment of a full-time faculty member as the SLO Coordinator, funding for faculty to participate in the SLO training, and the considerable amount of faculty, administrator, and classified staff time that has been and will continue to be devoted to SLOs.

A great deal of effort and progress has been made in identifying measures to assess student achievement of course, program, and ISLOs. The outcomes of the SLO assessments and the improvement plans have been incorporated into the department program review process and will be used to inform the goals and objectives in the various planning processes and in the allocation of resources (IB.14). A substantial amount of time has been invested in 2008-09 working with instructional faculty, student services faculty and staff, and members of the Information Technology Division to identify the modifications needed to the eLumen SLO system to make it as valuable a tool as possible to support the use of SLOs to improve student learning. Modifications in the eLumen SLO system have been made and field tested by users for instructional departments. Field tests of the modifications of eLumen for student services and for Continuing Education are expected to be completed by September 2009. Demographic, course, student use of student support programs, and other relevant data collected in Banner, SARS, and the Lumen System used by Continuing Education will be imported into eLumen. This information will result in the production of reports that contain the information about students needed to inform discussions on using performance data on the SLOs to improve student learning. The eLumen SLO system will be used to enter SLO student performance data and generate the reports Credit and Continuing Education faculty and student support services faculty and staff will use to inform their analyses and discussions of the data to improve student learning.

Self-Evaluation

The College meets the standard. More specifically, "the institution uses ongoing and systematic evaluation and planning to refine its key processes to improve student learning." There is a dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. There is ongoing review and adaption of evaluation and planning processes. There is consistent and continuous commitment to improving student learning, and educational effectiveness is a demonstrable priority in all planning structures and processes (ACCJC Rubric for Evaluating Institutional Effectiveness: Characteristics of Institutional Effectiveness in Planning at the Sustainable Continuous Quality Improvement level). The institution assesses progress toward achieving its stated goals and measurable objectives and makes decisions regarding the improvement of institutional effectiveness on an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluations are based on both quantitative and qualitative data.

From fall 2007 to spring 2008 when the institution transitioned to its new SCT Banner System, the strong decision support system that existed prior to this implementation was no longer functional since it was based on the previous student information system which had been retired. As a result, during this transition, the College was not able to provide some of the data needed to support its planning and evaluation processes as fully or in as timely of a manner as it was able to do so in the past. The challenges that occurred during this period of time in moving from its existing to the new SCT Banner System made it difficult at times to conduct needed planning and assessment processes.

Substantial progress has and continues to be made in restoring and adding components required to create a new fully developed decision support system based on the SCT Banner data structures now in place. The Superintendent/ President has made the improvement of the College's decision support systems a top institutional priority.

The College has not developed a formal Educational Master Plan. One of the objectives in the College Plan 2008-11 calls for the institution to develop an Educational Plan in fall 2009.

Prior to 2008-09, the strategic/tactical plans for achieving the goals and objectives in most of the College, department and unit plans were not adequately documented. The revised processes require that a tactical plan for achieving, evaluating and, where needed, improving the attainment of the goals and objectives in the plan is prepared and updated on a regular basis. The tactical plans for achieving the goals and objectives in the College Plan will be completed by August 2009.

Planning Agenda

- 1. Enhance the College's decision support system to expand user access to information needed to conduct planning and assessment processes.
- 2. By September 2010, evaluate the effectiveness of the first full year of the SLO Implementation Cycle
- 3. By June 2010, evaluate the College's revised planning and resource allocation process and identify modifications needed for its improvement.



B.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

As described extensively up to this point in this standard, the planning processes of the College are broad-based and consist of multiple vehicles through which members of the operational units and Credit and Continuing Education Divisions can participate. Committees involved in planning and reviewing the results of the planning processes and in recommending resource allocation include the College Planning Council and each of its constituency groups (i.e., Academic Senate, Classified Consultation Group, Student Senate, and Administration). College budgets, the three-year College Plan and other plans are subject to review and approval by the Board of Trustees. In addition, there are multiple committees and organizational units that are engaged in planning and recommending the allocation of resources that contribute to the improvement of institutional effectiveness for specific areas. These include the Executive Committee, District Technology Committee, Deans' Council, Matriculation Advisory Committee, Continuing Education Matriculation/Student Success Advisory Committee, DSPS, EOPS/CARE, Partnership for Student Success Steering Committee, Planning and Resources Committee, Faculty Recognition Committee and Sabbatical Leave Committee. These committees, along with the Academic Senate, Classified Consultation Group, Student Senate, Educational Programs Committees, and operational units are provided with ample opportunities to participate in the planning processes and in providing input into the allocation of resources that contribute to the improvement of institutional effectiveness. The allocation of resources, including faculty and staff positions, instructional equipment, supplies and services, facilities, and recommended fundraising priorities for the Foundation for SBCC, is informed by the planning processes in Academic Senate and the College Planning Council.

SBCC is committed to open meetings as a matter of principle as well as State law, where applicable. Any member of the campus community and public may attend meetings of governance committees. Faculty, classified staff, administrators/ managers and students are represented on the governance committees (the College Planning Council, the Academic Senate, the Classified Consultation Group, and the Student Senate) and on many of their sub-committees and taskforces. Each of the planning processes prioritizes the identified resource needs, and these rankings are taken into account by those involved in recommending and/ or deciding resource allocations. Specific requests for resources need to address how they will contribute to the attainment of specific goals and objectives in the College Plan and quantitative data and qualitative information that support the request.

As previously mentioned, the College Plan is comprised of specific measurable objectives, the timeframe for completion, and the individuals responsible for their achievement. The annual evaluations of the College Plan and the measures of institutional effectiveness provide evidence on the progress being made toward achieving the specified outcomes. The College Plan is reviewed and, if necessary, updated annually with a new one being created every three years.

As mentioned in a prior section of this standard, all units of the College are required to complete their program reviews every three years corresponding to the year in which a new three-year College Plan is being developed. All of the instructional and faculty-led student services programs were required to complete their program reviews by the end of the 2008-09 academic year. The operational units of the College completed their program reviews in December 2008. The Program Review process calls for departments to update their plans, the status of the attainment of their goals and objectives, including those that pertain to SLOs, and resource requests on an annual basis. The templates for reporting and updating department plans are used to inform the objectives in a number of the institution's planning processes, including the College Plan, the Educational Master Plan when completed, and the District Technology Plan. They will also be used in the resource allocation processes. The program reviews that are being completed by all units of the institution will greatly expand College-wide participation in institutional planning, assessment, and improvement processes.

All instructional departments and student services programs will have fully implemented their plans for completing the SLO Implementation Cycle by spring 2011. Departments are required to identify SLOs and the measures used to assess their achievement for each of their state-approved certificates and degrees, programs and services. Progress toward the attainment of course, program, and ISLOs are measured as part of the program review and college planning processes. The process of providing data on student achievement of SLOs each semester began in fall 2008. Departments use these data to develop their plans for improving student learning. The strategies for using the SLO data to improve student learning are incorporated into department program reviews. The SLO Coordination Group, in conjunction with the Academic Senate, the Student Services SLO Coordination Group, and the Deans' Council, will review the aggregate performance data reports for course, program and ISLOs and the recommended strategies for improvement. The data and proposed strategies for improving student learning and achievement are submitted to the College Planning Council, the Superintendent/President and, ultimately, the Board of Trustees for review.

Early in the fall 2008 semester, the Academic Senate, in consultation with the Executive Vice President and the Interim Vice President of Continuing Education, developed a new group to guide, assess, and improve the effectiveness of using SLOs to improve student learning (IB.69).
A Workplace Environment Assessment was distributed to all full-time and adjunct faculty, permanent classified staff and administrators/managers in November 2008. This survey was designed to assess the satisfaction of employees with working at the College and with the programs and services provided to them to help them perform their jobs effectively (IB.50). This survey included questions pertaining to faculty and staff satisfaction with the College planning processes and opportunities available for their participation in these processes. The report on the results and recommendations of this survey was completed in March 2009 and sent to the College Planning Council for review and analysis. The findings and recommendations resulting from this survey will be used to make improvements, as needed.

Self-Evaluation

The College meets the standard. The results of the Workplace Environment Assessment completed in fall 2008 will be used to identify areas of the planning processes that pertain to this and other standards that need to be improved. The College plans to administer this survey every three years as a means of systematic evaluation and improvement.

Several steps have been taken to increase adjunct faculty involvement in the department planning, program review, and SLO Implementation Cycle processes. Adjunct faculty members are encouraged to participate in the SLO training projects. They are encouraged to satisfy their Professional Development hour obligation Flex Hour requirement by participating in department meetings that are scheduled during the fall and spring in-service days and those that take place during the course of the year. New adjunct faculty members are introduced to the governance planning processes during the New Adjunct Faculty orientations that are held in advance of the start of each semester. Department chairs are encouraged to invite adjunct faculty to participate in department meetings and to discuss SLOs for the courses they are assigned to teach.

An adjunct faculty member is elected by his/her peers as a voting member on the Academic Senate. E-mail has enabled the Academic Senate and department chairs to inform adjunct faculty on an ongoing basis about developments taking place at the College and in their departments. The adjunct faculty representative on the Academic Senate has also used e-mail and the College's portal (Pipeline) to solicit adjunct faculty input on agenda items being considered by the Academic Senate.

Improvements have been made in each of the past three years to ensure that the Student Senate is informed and invited to provide its input into the College decision-making process, in general, and those that pertain to students; in particular. An elected student is a member of the Board of Trustees. The Student Senate President or his/her designee serves as a voting member on The College Planning Council, the Board Policies and Administrative Procedures Committee, and as a non-voting member in the Academic Senate, and additional committees and taskforces. The Student Senate President and the Student Trustee meet with the Superintendent/President on a regular basis. The Superintendent/President, the Executive Vice President and the dean responsible for Student Government are responsible for taking all policy proposals and other matters that directly affect students to the Student Senate for its review and input.

Planning Agenda

By June 2010, evaluate the College's revised planning and resource allocation process and identify modifications needed for its improvement.

Descriptive Summary

The results of the annual assessment of the progress made in achieving College Plan goals and objectives, the annual assessment of the measures of institutional effectiveness, the College's performance on the state accountability measures (ARCC), the status of implementing the projects in the College's facilities planning documents (LRDP, Measure V Project List, Capital Construction Plan and Major Facilities Improvement Plan), the annual evaluation of the Partnership for Student Success Plan (IB.19, IB.20), and other assessments of the institution's effectiveness (e.g., the Student College Experiences Survey) are submitted to the Academic Senate, the College Planning Council and the Board of Trustees for review and analysis. These reports are posted on the College's Web site and are distributed to the members of the College Planning Council to discuss with members of their constituency groups. The Annual Institutional Effectiveness Report is distributed to the Board of Trustees, Executive Committee, deans and Academic Senate in hard copy and is posted on the College's Web site (IB.2). Members of the community can access these reports on the College's Web site. The Annual Institutional Effectiveness Report is updated to include new and/or modified performance measures. For example, the ARCC data and the measures of success used in assessing the performance of the Continuing Education Division were added to the Institutional Effectiveness Report in 2006-07.

Data on student performance in achieving course, program, and ISLOs are provided to departments each semester and are posted on the College's Web site for SLOs (IB.35). Meetings to review the results of instructional and student services program reviews are conducted with the department chair/program manager, area dean, and Executive Vice President. The results of the program reviews are discussed at department meetings. Program Reviews are posted on the College Intranet (IB.29). The primary sources of data used for program reviews and assessing student SLO attainment have been described in the introduction to Standard IB in the section titled, "Overview of the College's Planning and Assessment Processes."

The templates completed as part of the instructional department, student services and operational unit program reviews and in the plan development process (e.g., District Technology Plan, Enrollment Management Plan 2009-2011) are used to document the goals and measurable objectives in the College's planning processes. The status of their achievement is shared with appropriate departments, operational units, managers, and governance committee and organizational structures. These templates are used to inform planning, assessment, program improvement, and resource allocation processes (IB.11, IB.12, IB.13).

Self-Evaluation

The College meets the standard. In preparing for this self study, it has been concluded that improvement was needed in articulating and documenting clearly stated measurable objectives and the status of their attainment in planning efforts. It has also been concluded that agendas, minutes and planning documents that include the status of progress being made toward achieving the measurable objectives need to be accessed by members of the College community from a central location on the institution's Web site and the Intranet. At the direction of

B.5

the Superintendent/President, staff in the her office have created and maintained a Web site with all College committees. For the first time in 2008-09, the College Planning Council agendas and minutes are posted online and are accessible to all (IB.70). Additionally, the College has selected Xythos as the Web-based, filesharing program to be used by committees and organizational units to post their agendas, planning documents, and related information.

The College has implemented its new process for integrating, summarizing, and disseminating the information that is reported in the templates that are now incorporated into each of its plans (e.g., College Plan, District Technology Plan, facilities related plans, Program Reviews, and Enrollment Management Plan).

Data regarding student performance on the SLOs and program review data are available in the Office of Educational Programs and on the College's Web site maintained by the Office of Institutional Assessment, Research and Planning (IIB.71). Performance reports are provided to departments for their review and analysis. Based on our experiences in using the College's home-grown system for supporting the SLO Implementation Cycle, it became evident that the institution did not have the technical staff resources required to complete the development of this system in a timely manner. Based on this analysis, the decision was made in September 2008 to use eLumen, a commercial product, for SLO data input and report generation. Starting in fall 2009, the eLumen system will be used by faculty and student support staff to input student performance on the SLOs. The performance data reports generated from the eLumen system will be made available to departments and programs in advance of the spring 2010 semester to use at their meetings at the spring 2010 in-service. The College's existing SLO data input and report generation program was used until the end of the 2008-09 academic year. The eLumen System will generate the SLO student performance reports needed to assess student learning and to inform strategies for improvement. The SLO data stored in the existing home-grown SLO System was imported into the eLumen System in the spring 2009 semester.

Planning Agenda

By April 2010, evaluate the extent to which eLumen is providing the SLO performance data reports needed to help inform discussions for improving student learning and achievement. The results of this assessment will be used by the SLO Coordination Group, in consultation with the Academic Senate, the Committee on Teaching and Learning, and the Student Services SLO Coordination Group, to identify changes that could be made to improve the effectiveness of this software for capturing and reporting the data needed to document and improve student learning.



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

As evidenced in the self-evaluation and planning agenda sections for this standard, the College has used the accreditation self study process to conduct a systematic review of its planning and resource allocation processes and has identified changes needed to improve their effectiveness. This analysis has identified a number of components of the institution's planning and resource allocation processes that needed to be improved.

The Superintendent/President has provided the leadership for this analysis in consultation with the College Planning Council, its constituency groups, and the Board of Trustees. Where applicable, the self study standard committees were asked to assess the effectiveness of the institution's planning and resource allocation processes that pertained to their standard and to identify steps that could be taken to improve their effectiveness. The recommended changes to improve the effectiveness of the College planning and resource allocation processes have been incorporated into the self study. The College Planning Council is the primary institutional governance body for reviewing and recommending to the Superintendent/President proposed changes to increase the effectiveness of the College's planning and resource allocation processes. The recommendations include the method for evaluating the degree to which the changes introduced in 2008-09 and in subsequent years have improved the effectiveness of the institution's planning and resource allocation processes.

Self-Evaluation

The College meets the standard. The College has effectively used the accreditation standards and the self study process to conduct a comprehensive evaluation of its planning and resource allocation processes. The steps that have been implemented during the 2008-09 academic year to improve the planning process and the plan to evaluate their effectiveness have been articulated in the prior Planning Agenda sections for this standard.

The primary shortcomings of the institution's prior planning processes that have been addressed in 2008-09 can be summarized as follows: (1) with the exception of the College Plan, there was a lack of adequate documentation of the goals and measurable objectives, strategies and resources needed for their achievement, and the status of the progress made to reach the stated objectives; (2) the planning and resource allocation processes were not fully integrated; (3) a common format did not exist to document and report the core components of the plans (goals and objectives and their relationship to those in the College Plan timelines and strategies for the attainment of the goals and objectives, new resource requests, and status of the progress made to achieve the measurable objectives); (4) a program review process did not exist for the College's operational units; (5) the former department program review procedures did not meet ACCJC requirements for program reviews and the outcomes of the program reviews were not adequately documented; (6) documented plans needed to be developed for a number of the College's planning processes such as the Enrollment Management Plan and the Educational Master Plan; (7) improvements were needed in writing measurable objectives and separating objectives from strategies for their attainment; (8) the institution's decision support system needed to be improved to provide constituencies with easily accessible data for planning, evaluation and improvement; and (9) a process needed to be developed to conduct a systematic evaluation of the effectiveness of the College's planning and resource allocation processes on a regular basis.

Planning Agenda

B.7

See planning agenda under IB.4.

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 assesses the effectiveness of its instructional programs, student services, Library, and Learning Support Services using such indicators as enrollment, course and program completion rates, student use of and satisfaction with the services provided, number of faculty and staff, cost and expenditure data, the degree to which department/program goals and objectives are being achieved, current and future trends that are likely to present challenges and opportunities for the department/program and recommendations for addressing these issues. Accountability reports required by the Chancellor's Office are used as part of the Program Review process for categorical programs (Student Services Accountability Report which includes the program reviews for EOPS/CARE, DSPS, CalWORKS, and Credit and Continuing Education Matriculation (IB.21a, IB.21b, IB.21c) and Financial Aid (IB.72). The department/unit program review reports serve as the primary method used in assessing their effectiveness and plans for improvement.

The Office of Institutional Assessment, Research and Planning provides the data needed by instructional and student services departments and programs to complete their program reviews. Beginning in fall 2008, departments are provided reports on their students' performance on the course, program, and institutional SLOs. The information is summarized in a standard report format and is provided to the departments prior to the start of the fall semester of the year in which program reviews are scheduled to be completed. The data provided to departments is accurate.

In fall 2001, an assessment of the Program Review Policy was conducted by the Executive Vice President and the Academic Senate to determine if it adequately addressed the changes in the Accreditation Standards and if additional modifications were needed based on the experiences of using the existing approach. Department chairs, program managers, and the deans were engaged in this assessment process to improve the effectiveness of the Program Review Policy.

As a result of this assessment, a number of substantial changes were made to the Program Review Policy that the Board of Trustees approved in 2002. The most significant of these changes was the requirement to document student achievement of course, major, and program. Additional changes made to the Program Review Policy included the following requirements: (1) the department's goals and objectives address relevant ones in the College Plan; (2) if there was a decline of 5% or more during the past three years in one or more of the statistical measures, an analysis of the reasons is required; and (3) departments address other high priority areas identified by the College in the year the program review is taking place.

While the prior changes have helped the College improve its approach to program reviews, they have not addressed the expectations resulting from the accreditation standards adopted in 2002. Until 2008-09, program reviews were conducted by instructional departments and by a limited number of student services. In August 2008, the Superintendent/President discussed with the Academic Senate and the College Planning Council the guidelines and expectations of ACCJC for program reviews and the changes that would be needed in the College's Program Review Policy and related procedures to meet these expectations. The changes to the Program Review Policy and related procedures that were considered and then implemented included modifying the requirements pertaining to SLOs to require departments to evaluate the progress they have made on each of the components of the SLO Implementation Cycle, and more fully integrating program reviews into the institution's planning and resource allocation process. The revised Program Review Policy and Procedures for implementation have been described in an earlier section of this standard.

As a result of the decision to use the CPP process to evaluate all programs during the 2004-05 and 2005-06 academic years, the schedule for conducting program reviews following the requirements in the Program Review Policy was not followed. As a result, in spring 2007, the Academic Senate agreed to require all instructional and faculty-led student services departments/units to complete their program reviews by the end of the 2008-09 academic year. The planning templates and revised expectations for SLOs and curriculum review are incorporated in the program reviews.

The new Operational Program Review Procedure (IB.13) that was initiated in fall 2008 requires units to identify objectives that support student learning and to collect evaluation data on their clients' satisfaction with the services provided. Since each of the units provides services that directly or indirectly support the College's instructional and student support programs, the assessment components of these program reviews will be used as part of the institution's approach for improving its instructional, student support services, library, and learning support services.

Self-Evaluation

The College meets the standard. All Program Reviews have been completed by the end of the spring 2009 semester. The modifications to the existing Program Review Policy and procedures integrate the outcomes of the program reviews into the College's planning and resource allocation process. The evaluation of the College's planning processes to be conducted in spring 2010 will include the degree to which the program reviews are achieving their intended purposes, with the primary one being the improvement of student learning. As noted in the prior section of this standard, for a variety of reasons, the schedule for conducting program reviews using the process delineated in the previous Program Review Policy was not followed. To correct this situation, at the request of the Superintendent/President, the Academic Senate and the Executive Vice President agreed to require all instructional departments and faculty-led student services to complete their program reviews by the end of the spring 2009 semester.

Planning Agenda

By September 2010, evaluate the effectiveness of the first full year of the SLO Implementation Cycle.

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IB.9	Faculty and Staff Development Flexible Calendar Program
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IB.57	ESL/Basic Skills Initiative Plan
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Institutional Self Evaluation

Standard II: Student Learning Programs and Services



SANTA BARBARA CITY COLLEGE

9.1 Standard IIA: Instructional Programs

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.

A. 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.

Santa Barbara City College (SBCC) offers a diverse and wide-reaching program of postsecondary education that is especially responsive to the needs of the local community. Students can enroll in any of the 111 associate degrees or 56 certificate programs. They may also choose a direct transferable pathway, a course of study equivalent to the first two years of a baccalaureate degree. General education opportunities, accessible within SBCC's credit and Continuing Education programs, help students develop new or expanded career and technical skills. Further, the College offers instruction in basic reading, writing, and mathematics, providing the fundamental skills needed to navigate in a complex global society. Citizenship preparation and extensive English as a Second Language (ESL) course offerings are designed to address the needs of our local immigrant population. In response to county-wide labor demands, SBCC's credit and Continuing Education programs offer economic development, on-site work force training, skills enhancement, job training, and lifelong learning opportunities.

Achieving and maintaining high quality teaching and learning is a persistent challenge for California Community Colleges because of our students' range of academic preparedness, diversity of backgrounds, and college and career goals. For this reason, emphasis on student success has always been a major focus at SBCC. In 2004, after reviewing data on the preparedness of incoming students in the Institutional Effectiveness Report, the Board of Trustees and the Superintendent/

President asked the Academic Senate to form a task force to initiate a college-wide effort to develop a comprehensive student success plan. The extensive dialogue that ensued resulted in the Student Success Initiative and included a call for proposals from across the disciplines and student support divisions (IIA.1). In 2006, the Initiative, renamed the Partnership for Student Success, received support of \$380,000 a year for the five key components reflected in Table IIA.1 below. To ensure ongoing analysis and evaluation of program effectiveness, the steering committee presents an annual evaluation to the Superintendent/President and the Board of Trustees (IIA.2, IIA.3).

Table IIA.1

Partnership for Student Success Initiative

Partnership for Student Success Initiative
Five Key Components
Gateway to Student Success Tutoring
Program
Athletic Achievement Zone
Online Instructional Assistants
Expansion of Writing Tutorial Lab
Expansion of Mathematics Tutorial Lab

Basic skills courses are an important academic service provided by SBCC, particularly because they address the needs of students who come to campus with minimal preparation for college-level courses. These courses are offered through the English, English Skills, English as a Second Language, and mathematics departments. These departments have established proficiencies from one level of pre-collegiate classes to another and from pre-collegiate to college-level classes. Department chairs collaborate with their faculty and deans to address the academic needs of students enrolled in basic skills courses and provide the support services needed to succeed. The College is committed to raising the visibility of successful practices leading to completion of basic skills courses, specifically those that close achievement gaps among various student populations. The Continuing Education (CE) basic skills courses are designed to lead to an Adult High School diploma, General Education Development (GED), Adult Basic Education Certification in reading, writing and mathematics and transition into the SBCC credit division. Continuing Education ESL courses lead students through six levels of English development as established by the California State Model Standards. After achieving the appropriate English skill level, students have the option to pursue a Continuing Education vocational skills certificate or matriculate to credit ESL classes with an increased academic emphasis.

In addition to a major focus on basic skills and core academics, the College also offers comprehensive career technical education programs such as nursing, automotive, culinary arts, and a marine diving technology program.

In order to meet the varied educational and access needs of its students, and to address the economic development mission of the College, the SBCC Professional Development Center (PDC) serves approximately 2,000 students annually with short, credit workplace training courses designed to address the local business community's need for employee development, offered primarily at off-campus locations. Courses are taught by faculty with extensive experience in workforce development and adult learning theory and are delivered at various locations throughout the College's service area (IIA.4). The PDC serves more than 25 large organization clients and reaches employees of small businesses via partnerships with area Chambers of Commerce as well as through the Scheinfeld Program for Entrepreneurship and Innovation, a program established in 2007 to specifically support the development of new businesses, promote entrepreneurship and assist existing businesses in Santa Barbara. In addition, the PDC facilitates requests for customized training through contract education (IIA.5). In the 2007-08 academic year, the PDC offered 295 credit class sections and served more than 2,300 unduplicated students. The primary academic department serving the PDC is the Professional Development Studies (PRO) department. In addition, the PDC offers corporate computer applications (COMP) classes at the Wake Center and ESL/Occupational Spanish/and bilingual PRO courses as part of its language acquisition program.

Meeting the varied educational needs of high school students remains a critical area of focus. The trend to encourage students to begin college-level coursework while still in high school has resulted in the growth of the Dual Enrollment Program, which enrolls between 1,500 and 1,800 students in 110 college classes in 32 disciplines per semester. The strong collaboration with the Santa Barbara High School District, the Carpinteria Unified School District and the South Coast Regional Occupational Program (ROP) has resulted in a model Dual/ Concurrent Enrollment Program. In addition to academic courses that are UC and CSU transferable, there are 12 Tech-Prep and ROP pathways and high school academies to prepare students for occupations or continued coursework after high school graduation (IIA.6).

In spring 2008, SBCC was awarded two grants to support outreach to middle school and high school students in career/technical pathways. The SB 70 ExploreIT! Grant will develop a Virtual Career Academy for online delivery to high school and middle school students (IIA.7). The Concurrent Courses: Pathways to College and Career Initiatives grant from the James Irvine Foundation grant will provide: (a) professional development for teachers; (b) tutors for classes; (c) updated textbooks and software; and (d) outreach to parents and students, particularly low income or underserved students (IIA.8).

In addition to college classes taught at the high schools, students may also register for SBCC Main Campus classes and earn both high school and College credit. For the 2007-08 academic year, a total of 2,429 local high students attended courses on the SBCC campus as well as at their high schools. Another option for high school students is the Middle College, which originated on the SBCC campus in 1997 as a collaborative arrangement between the College and the Santa Barbara High School District, specifically La Cuesta High School. This option, that combines independent study with College coursework, has grown over the past decade from one teacher and 10 students to three teachers and 45 students each academic year (IIA.9).

Providing distance education is also a priority at the College. Currently 512 unique sections of 293 courses are offered (IIA.10). This represents a total of 10.5% of the College's overall full-time equivalent students (FTES) serving more than 6,800 students in 2008-09. The Health Information Technology (HIT) and Cancer Information Management (CIM) fully online programs respond to expanded opportunities in the health information field resulting from changes in health care delivery, utilization, and financing. These programs prepare students to be professionals in the fields of Health Information Management, Medical Coding, and Cancer Tumor Registries. Because the programs prepare students for national credential exam eligibility, and because the programs have premier reputations among industry professionals and associations, the stream of interested students is very strong. In fall 2007, unduplicated enrollment was 743 in HIT courses and 69 in CIM. In spring 2008, the unduplicated enrollment was 791 for HIT and 67 for CIM.

The College's Continuing Education Division is one of the largest in the State. Annually, more than 50,000 individuals participate in courses delivered through the Continuing Education Division. Continuing Education courses address lifelong learning, short-term occupational training and basic skills (IIA.11). In addition to support services, the Continuing Education Division provides the following instructional opportunities:

- State supported courses in parenting, basic skills, ESL, citizenship, vocational education, home economics, health and safety education, and education for older adults
- An Adult and Evening High School Program with classes leading to high school completion
- The Computers in Our Future Center, which offers free and low-cost technology training
- Additional courses in areas such as environmental education, foreign languages and current events

Faculty Awards

- David Starkey, Professor or English: *The City of Santa Barbara 2009-10 Poet Laureate*
- Kenley Neufeld, Library Director: the Association of College and Research Libraries (ACRL) 2009 Community and Junior College Libraries Section (CJCLS) EBSCO *Community College Learning Resources Leadership Award*
- Dr. Karolyn Hanna, Professor of Nursing: the American Association of Community College Trustees 2008 Faculty Member Award for *Teaching Excellence and Leadership in the Pacific Region*
- Dr. Robert Gray, Professor of Earth Sciences: the *2008 Grover E. Murray Distinguished Educator Award* by the American Association of Petroleum Geologists. Dr. Gray is the first community college teacher to win this award in its 70-year history
- Genevieve Anderson, Professor of Biological Sciences: the 2007 Naturalist of the Year Award by the Western Society of Naturalists; 2008 Local Hero by Santa Barbara Independent
- Tim Gilles, Professor of Automotive Technology: *2007 Teacher of the Year* by the California Automotive Teachers Association
- Dr. Jody Millward, Professor of English: the 2007 Nell Ann Pickett Service Award by the Two-Year College English Association
- SBCC faculty members have received three *Hayward Awards* and one *Stanback-Stroud Diversity Award* since the last self study



Program Awards

- The Gateway to Success Program: *The Recognition of Promise Award* from the William and Flora Hewlett Foundation, 2008
- The Dual Enrollment Program: 2008 Practices with Promise (one of 15 awards distributed) from The California Campaign for College Opportunity
- The SBCC Partnership for Student Success Program: the 2007 Chancellor's Equity Award in recognition of increased enrollment and success of women, persons with disabilities, economically disadvantaged students, ethnic minorities and others in California's diverse population; the 2008 Leaders in Student Success Award from the William and Flora Hewlett Foundation
- Health Information Technology Program: the *2006 Technology Focus Award* by the Chancellor's Office
- Two SBCC programs have received the Chancellor's *Exemplary Program Award* and two have received honorable mention since the last self study

Student and Alumni Awards:

- Yasmin Eskandari-Qajar and Patrik Bakonyi: prestigious state and national recognition from Phi Theta Kappa
- The SBCC Channels staff: *General Excellence Award for Online Journalism*, 2008 Journalism Association of Community Colleges (JACC) and 13 individual journalist awards
- SBCC's Model UN Student Delegation: *Distinguished Delegation Award*, Western Collegiate Model United Nations Conference 2005
- Two SBCC distinguished alumni, Dr. Angela Belcher and Dr. Yoky Matsuoka: MacArthur Fellows for cutting-edge research in nanotechnology and neurorobotics (IIA.12)

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.

Descriptive Summary

The College's mission statement in the College Catalog declares:

Santa Barbara City College 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 (IIA.13).

SBCC guarantees access by providing high quality instructional opportunities in a variety of locations and through diverse methods of delivery including online, hybrid and technology enhanced courses, to meet the ever-changing needs of the community. The College ensures that courses and programs are of high quality by regularly reviewing curriculum and program offerings and analyzing data through the Program Review process described below (IIA.14a, IIA.14b, IIA.14c):

Planning

The dean and department chair review the prior program report, current statistical data, and progress toward expected goals and objectives

Conducting the Review

All contract faculty and regular classified staff, with adjunct faculty invited, meet to review data, goals, and objectives in the current College Plan as it relates to the department

Preparing the report

The department chair prepares the report in consultation with department or program members. The report includes the following:

- 1. Department mission and relation of the instructional program to the College
- 2. History since the last Program Review
- 3. Statistical data analysis, including department weekly student contact hours and student statistical data
 - a. Student learning outcomes performance reports and review of the department's SLO implementation plan
 - b. Faculty information
 - c. Department program revenue and expense data
- 4. Programs and curriculum
 - a. Course inventory review with Checklist (revisions submitted to the Curriculum Advisory Committee as required)
 - b. SLO addendum
- 5. Collaboration with other units

- 6. Outreach activities
- 7. Program Review Templates (templates completely annually)
 - a. Requests for new classified staff
 - b. Requests for new faculty
 - c. Requests for facilities needs
 - d. Requests for new/replacement equipment and/or repairs
 - e. Requests for other resources
- 8. Recommendations for improving the Program Review procedure

Beginning in 2008-09, the Program Review reports and templates are used systematically to assess and improve student learning and achievement and in the College's planning and budgeting process (IIA.15).

The College's commitment to the quality and integrity of its courses is also demonstrated by the course approval process undertaken by the faculty through the Academic Senate Curriculum Advisory Committee. The committee, which is comprised of faculty representatives from each academic division, the College articulation officer, a dean liaison and a representative from the Continuing Education Division, follows a process wherein faculty review new course and program proposals and modifications. The review process is rigorous and takes into account: (a) requirements of the California Code of Regulations/Title 5; (b) local needs and labor-market data; (c) state mandates related to curriculum development; (d) general education requirements; and (e) how a course in one department potentially affects courses offered by other departments. Online courses include the distance education course addendum, with the additional approval of the Faculty Resource Center Director and the Dean of Educational Programs responsible for the Online College. Courses and program recommendations are forwarded to the Superintendent/President and then to the Board of Trustees for final approval. New Career Technical Education degrees, programs and certificates must also be approved by the South Central Regional Consortium prior to being forwarded to the California Community Colleges Chancellor's Office. Proposals for new and/or changes in existing degree and certificate programs are submitted to the California Community College Chancellor's Office for final approval.

The institution chooses new fields of study in which to offer programs in response to emerging career opportunities. For example, the School of Media Arts in collaboration with the computer science department developed a new program focusing on game design. The College now offers inter-disciplinary Skills Competency Awards in media design and development and game design. Funding from a National Science Foundation grant enabled the College to launch the Mobile Media Institute, which creates curriculum for hand-held devices. Another new inter-disciplinary program is exhibit and display design which combines sculpture, graphics arts, marketing and design.

Instructional programs are systematically and continuously examined and refined through the Program Review process to verify that transfer, certificate, and degree programs are current and serve the changing needs of students. The success of any program is defined by student achievement of Student Learning Outcomes (SLOs) as well as degree and certificate completion and employment or transfer. In recent years, the College's completion rates in transfer courses have consistently been at or above the state average. For example, in fall 2007, the SBCC completion rate in transfer courses was nearly 70% compared to 66% statewide and in spring 2008, the SBCC completion rate in transfer courses was 70.6% compared to 67.1% statewide (IIA.16).

Self-Evaluation

The College meets the standard. Changes in the Program Review process implemented in fall 2008 ensure that planning is closely aligned with resource allocation and that all programs are reviewed every three years, with resource requests updated annually.

In 2008, SBCC students performed above the peer group average on all seven measures of the Accountability Reporting for the Community Colleges (ARCC) data as illustrated in Table IIA.2 below (IIA.16). This marks an improvement over the College's performance in 2007 where SBCC was above the peer group average in four of the six measures.

Table IIA.2

SBCC ARCC Rating as Compared to Peer Group Average

	Indicator	SBCC's Rate	Peer Group Average
Α	Student Progress and Achievement Rate	59.4	53.4
В	Percent of Students Who Earned at Least 30 Units	71.4	70.9
С	Persistence Rate	71.6	68.9
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.6	74.9
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5	57.2
F	Improvement Rate for Credit Basic Skills Courses	56.6	47.1
G	Improvement Rate for Credit ESL Courses	56.9	39.3

Planning Agenda None.

A.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

SBCC has developed innovative programs to meet the varied educational needs of its students and the community. Programs such as the Professional Development Center, Dual Enrollment Program, as well as cutting-edge instructional courses in the School of Media Arts are examples of how the College responds to the diverse and changing needs of students on campus and in the community. English as Second Language (ESL) learners are served both in credit (2,206 unduplicated students summer 2007- spring 2008) and in the Continuing Education Division (4,500 per year) of the College.

The College has a long history of conducting research to determine the educational needs of students and incorporating this information into program planning and evaluation. Every year, data are reported in the College's Institutional Effectiveness Report related to preparation of applicants and enrolled students, progression through basic skills courses, and other key indicators (IIA.16). The Student College Experiences Survey, conducted every three years, provides additional data for institutional planning (IIA.17).

The College uses four language and math assessment instruments to measure students' educational preparation in order to place them in appropriate levels of instruction. Table IIA.3 below outlines these assessment tools.

SBCC Assessment Instruments

Table IIA.3

College Division	Name of Assessment Instrument
ESL (Continuing Education)	Combined English Language Skills Assessment
ESL (credit)	Combined English Language Skills Assessment and Writing
	Sample
Math (credit)	Mathematics Diagnostic Testing Project (MDTP)
English (credit)	College Tests for English Placement (CTEP) and Writing
	Sample

Analysis of institutional effectiveness data on student preparedness indicates that students are coming to SBCC underprepared for college-level courses in greater numbers. For example, in fall 2007, only 32% of incoming students demonstrated eligibility for college-level writing, 28% for college-level reading, and 25% for college-level mathematics (IIA.16). Students' deficiencies in basic skills as demonstrated by their placement on assessment tests provided the initiative for the development of the Partnership for Student Success (described earlier in this Standard), and the Basic Skills Initiative.

The Continuing Education Division serves a significant portion of the Santa Barbara community. It relies on the outreach efforts of its Student Services program, the Continuing Education Community Advisory Council, relationships with Santa Barbara and Carpinteria K-12 Districts and other educational institutions, community organizations and businesses representing individuals with educational needs to assist in determining appropriate offerings and locations for classes. In addition to two Continuing Education Centers, classes are offered at many other locations, in an attempt to offer basic skills and bilingual classes whenever possible in the neighborhoods where students reside (IIA.11). Classes are also offered at the Santa Barbara and Ventura County jails (IIA.18). Using enrollment figures, input from Continuing Education faculty, advisors and counselors, student evaluations and surveys and the results of program reviews, Continuing Education staff systematically adjust the type of offerings, timing and locations on a term-by-term basis (IIA.19). In the basic skills program (e.g., ESL, Adult High School/GED, Adult Basic Education, Short-term Vocational) student needs assessment is conducted in more formal ways with all students and instructors developing appropriate educational goals for the term with each student (IIA.20).

Self-Evaluation

The College meets the standard. Because student success is the most important focus for SBCC, all courses are reviewed and evaluated through curriculum review process, which is part of the framework of the Program Review process so that faculty can examine the challenges that students face and consider ways in which these challenges might be overcome. Research data and faculty dialogue 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 Computer Information Systems (CIS) department addressed concerns that the release of new Microsoft products would result in an increased demand for courses by changing course delivery to meet the time and location constraints of working professionals. As a result, the department plans to implement a new enrollment management model including more intensive, short online courses with updated 200-level courses. The department will also solicit vendor alliances to provide additional marketing support and a richer instructional environment (IIA.21). Another example is a result of the Mathematics Department Program Review. After reviewing the data for success rates in pre-collegiate courses, the Mathematics Department developed a plan to explore theme-based courses with problems and applications geared to specific disciplines such as medical/healthcare, automotive and construction technologies (IIA.22).

Data and systematic analysis are of equal importance in career technical programs. For example, the South Coast Regional Health Occupations Resource Center (RHORC), located at SBCC, is one of eight Economic and Workforce Development centers in California serving community colleges and industry in the South Coast. The RHORC has been monitoring job market trends since its inception in 1992, developing needs assessments, and facilitating the initiation of more than 14 new or reformatted training programs throughout the region. Prior to initiating new health occupations training programs, the RHORC reviews labor market information, conducts detailed assessments of industry needs and analyzes student interest surveys. The RHORC participates in job analyses, includes professional standards in curriculum development, conducts interactive advisory consortium meetings of individuals within specific careers, and utilizes model curricula or those from other community colleges as a resource.

The College pays particular attention to courses delivered through distance education. In spring 2008, comparable courses offered face-to-face versus online were 18.4% more successful (IIA.16). To learn more about this disparity, in spring 2008 a Web-based survey of students in online courses assessed student satisfaction (IIA.23). Results showed students desire more interactivity and rich media in their online courses. While these are not the only factors determining lower rates of student success in online courses, the College is taking steps to address this feedback. For example, there is a major effort to infuse online courses with rich media and interactivity in order to improve success rates in these courses. In 2007-08, a group of faculty teaching online courses began a three-year process to transform teaching paradigms to include an enhanced student-centered model that encourages social presence and collaboration. This transformation requires faculty retraining in terms of technical preparedness for synchronous and asynchronous pedagogic strategies and communication environments. A number of faculty members currently teaching online agreed to undertake rigorous training in Moodle in a series of cohorts throughout 2008-09. As also referenced

in Standard IIIC, Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open-source course learning management system designed by educators for educators (IIA.24). This training will be both classroom-based, through the Faculty Resource Center (FRC), and online through the @One program (IIA.25). Faculty will simultaneously work with an instructional design team in the FRC to redesign their classes, taking the opportunity to transition from Blackboard/WebCT to Moodle and also to use the innovative tools available within the new course/learning management system to increase student engagement through enhanced use of interactive, Web 2.0, and rich media technologies.



The survey also indicates the need for online students to have more access to student services. An important component of the redesign process is to provide tighter and more transparent integration with student services for online students who are not able to come to campus by providing links to key student services, such as the library within their courses. By spring 2010, a new orientation to learning online will be available that will help students self-assess their level of preparation for success in online learning.

A special focus for SBCC in 2008-09 and beyond is the growth of distance education. The Dean of Educational Programs, Technology, responsible for the Online College, has evaluated online course offerings, mapping them to 197 degrees and certificates. As a result of broadened access provided by the growth of distance education offerings at the College, in spring 2009 the College submitted a Substantive Change Proposal Application to the Accrediting Commission for Community and Junior Colleges for all degree and certificate programs that are available 50% or more online (IIA.26). The proposal was approved on May 15, 2009.

The Continuing Education Division has a Citizens' Advisory Council, which meets three times a year to provide the staff with course offering recommendations and to serve as a liaison between the program and community. In addition, the Continuing Education Program Review process has ensured a more systematic approach to the assessment of student learning needs and has incorporated research and data analysis into the process of planning and evaluating course offerings. Community members have been part of the Program Review process and with their recommendations course changes such as expanded bilingual health offerings and the use of basic skills volunteer tutors have been initiated.

Planning Agenda

None.

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 is committed to delivering instruction through a variety of methodologies to increase access to courses and programs and to maximize student success. Through the Program Review process, faculty across the campus engage in dialogue and examine courses within their disciplines to determine suitability of offering content in various venues (e.g., face-to-face, online, hybrid, short courses, dual enrollment) in order to meet the needs of target audiences. As a result of dialogues that have taken place in Program Review meetings, the Academic Senate and the Partnership for Student Success Steering Committee, a variety of initiatives have been implemented:

- The Gateway to Success program, recipient of the 2008 Hewlett Leaders in Student Success Award, includes tutors in the classroom instructional environment as well as in the Gateway Center. In fall 2008, 350 sections in 42 departments offered Gateway tutoring support.
- Directed Learning Activities (DLAs) have been developed in reading, writing, mathematics, learning skills and computer skills. DLAs are guided processes directing students through the steps needed to complete tasks that reinforce skills required to succeed in their courses. They extend classroom instruction into a tutorial environment, using a one- or two-page document that walks students through a sequence of learning activities that are mediated by a tutor. SBCC used Chaffey College's DLAs as a partial model (IIA.27).
- Self-paced instruction serves the needs of a variety of students. The School
 of Modern Languages offers self-paced instruction in Spanish and Italian
 to meet the needs of students who learn languages more successfully at a
 slower pace. In addition, the Computer Applications Department
 provides several self-paced courses in Microsoft Office applications. The
 Mathematics Department began offering pre-algebra and college algebra
 refresher classes with several start dates during the semester allowing
 students to fill gaps needed for success in subsequent courses.

SBCC has made significant efforts to meet the educational needs of a wide range of students through distance education. SBCC offers enhanced student access through time-and-place convenience in 293 courses spanning more than 40 departments and six fully-online degree and certificate programs (IIA.10). Approximately 6,829 unduplicated students were enrolled in online courses in the 2007-08 academic year, representing traditional and non-traditional students as well as local and out-of-area students.

The Continuing Education Division makes every effort to provide an opportunity for adult students to learn throughout their lifetime, providing open entry/exit classes to suit their busy lives. The Continuing Education Division reaches out to underserved, under-prepared and at-risk students. Modes of instruction vary depending on the educational needs of the students. For instance, at the two Continuing Education Centers and the Santa Barbara County Jail, multi-media learning labs serve students with varied schedules, educational goals and learning styles. These Learning Centers are staffed by an instructor and Lab Teaching Assistants in order to deliver individualized lessons and demonstrate the College'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.

Self-Evaluation

The College meets the standard. The College recognizes that continuous, systematic evaluation and refinement will ensure that changing student needs are met. Through the curriculum review process, the institution determines that instructional delivery mode fits the objectives and content of the course. Subsequently, through the Program Review process, all elements of courses, including appropriate delivery modes, are analyzed.

The Gateway to Success Tutorial Program is an example of the success of the Partnership for Student Success. In spring 2007, students enrolled in Gateway sections completed courses at a rate of 3.7% higher than students in non-Gateway sections (IIA.28).

Evaluation of delivery methods has been conducted 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 Courses. This information is reviewed by faculty in department and division meetings as well as in the Program Review process and in Academic Senate committees such as the Committee on Online Instruction and the Committee on Teaching and Learning. Recommendations for refinements and improvements are made as a result of these discussions.

The College recognizes that online course success rates reflect the overall patterns of the California Community College System by being somewhat below those for classroom based instruction. While online courses, including both fully online and hybrid courses, continue to have lower levels of successful course completion when compared to other methods, they have been improving in recent years, reaching a high of 61.4% in 2007-08, as compared to 70.5% for traditional classes (IIA.16). To meet contemporary students at their pointof-need, as demonstrated by the results of the College's 2008 Online College Student Experiences Survey, faculty are redesigning online course delivery with enhanced interactivity and human presence tools (IIA.23). To achieve this, in spring 2008, the College decided to phase out the Blackboard online learning management system by summer 2009 and adopt Moodle as the single supported system at SBCC (IIA.29). A customized instance of Moodle will provide tools for enhancing interactivity with the goal of improving retention and increasing student success. In 2007-08, approximately 65% of SBCC's online courses were delivered through WebCT, 20% through Moodle, and 15% through either individual faculty-developed course designs or through publishers' sites. By summer 2009, approximately 85% of SBCC's online courses will be delivered through Moodle and 15% will be delivered through individual faculty-developed course designs or publishers' sites.

Planning Agenda

Faculty in individual departments will review SLO data comparing students in online sections with those in face-to-face sections when this data first becomes available in 2009-10. By September 2010, improvement plans will be developed based on the review of the data collected.

A.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. Members of the College community have been engaged in an intense, ongoing, self-reflective dialogue about using SLOs to improve student learning and achievement. This dialogue, which began in June 2004, 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, the sharing of ideas, experiences, materials, and teaching strategies within and across disciplines.

The Student Learning Outcomes Implementation Cycle includes course (SLOs), program (PSLOs), and institutional student learning outcomes (ISLOs). Each degree and certificate also has student learning outcomes. By the end of the 2011-12 academic year, all instructional and student services support programs will have completed each of the six components of the SLO Implementation Cycle for their courses, state-approved certificates and degrees, and student support programs. The six components of the SLO Cycle are:

- 1. Identify SLOs and 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 and in course syllabi.
- 2. Map course SLOs to the department's program SLOs and to the institutional SLOs.
- 3. Implement SLOs in courses and programs.
- 4. Collect and report data on student achievement of the SLOs.
- 5. Review the results on student attainment of the course, program and ISLOs.
- 6. Develop and implement a plan to improve student learning and achievement.

All departments, programs, and services must 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. The Instructional, Faculty-led Student Services and Operational Program Review processes incorporate a thorough review of quality of instruction and services. They also provide the opportunity for faculty and staff to develop and implement course and program improvement plans based on SLO assessment data. The College developed an in-house SLO planning, mapping, recording, and scoring site to collect SLOs, including measures to verify their achievement, student scores and teacher comments on the most pressing student learning needs (IIA.30). The relationship between course and institutional student learning outcomes (ISLOs) is also documented on this site. The first reports were generated in fall 2008. The College is working with eLumen to develop separate SLO data input and SLO report generation systems for student services and Continuing Education that meet the unique needs of both areas. The eLumen SLO system for credit classes, student services and Continuing Education is expected to be operational in 2009-10 to enter fall 2009 SLO data for all three areas.

The Continuing Education Division has followed a parallel process. It began by introducing the concept of student learning outcomes to its faculty at the fall 2005 Faculty In-service. That year, all existing course outlines were reviewed for appropriate content and the inclusion of SLOs. In June 2007, following the approval of SB 361 Enhanced Funding for Non-Credit courses and certificates, a concerted effort to identify appropriate SLOs for these courses was initiated. In January 2008, the Continuing Education Division SLO Team began meeting regularly to formulate SLO measures and develop an implementation and reporting procedure and timeline (IIA.31). This team evolved into the Continuing Education Curriculum Oversight Committee (COC) comprised of six groups working to establish uniformity for Continuing Education procedures and processes. The SLO workgroup of the COC developed a SLO implementation timeline to gradually assess (in 33% increments) all enhanced funded courses and student service components by 2012 (IIA.32).

Self-Evaluation

The College meets the standard. The College has achieved proficiency in this area and upon completion of the first complete SLO cycle in 2012 will have achieved Sustainable Continuous Quality Improvement. Nevertheless several challenges remain. Departments have had difficulties in involving a critical mass of adjunct faculty in the process. The adjunct faculty job description was modified in spring 2009 to require participation in the implementation of SLOs. Although students provided feedback to faculty in courses where rubrics were piloted, students were not involved consistently in the development of SLOs or rubrics. Another challenge has been to integrate the work of student support services and instruction.

The implementation of SLOs has been slower in the Continuing Education Division and, although there was an effort to include SLOs in the course outlines, a plan to imbed them in the curriculum in a more meaningful way was delayed. Working through the Continuing Education Division's Curriculum Oversight Committee (COC), a working group to establish a more formal and consistent faculty evaluation process is being developed (IIA.33). The Division must also address limitation on its ability to track SLOs.

Planning Agenda

- 1. By the end of the fall 2009 semester, an online SLO training site for adjunct faculty will be completed.
- 2. In September 2009, the SLO Project Coordinator will work closely with the Student Senate to involve more students in the dialogue, the improvement planning process and the evaluation of SLO performance measures. The president of the Student Senate will be asked to appoint one or two students to serve as members of the SLO Coordinating Group and one or two students to serve on the Student Services SLO Coordinating Group.
- 3. The SLO Coordinating group will analyze data that include both instructional and student support SLOs and make recommendations for improvement.
- 4. In 2009-10, the Continuing Education Division will use the Curriculum Oversight Committee (COC) to plan and implement the SLO Cycle for Continuing Education courses.
- 5. During fall 2009, Continuing Education directors and dean, in consultation with the Vice President of Continuing Education, will implement a consistent faculty evaluation plan.

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.

Descriptive Summary

The College employs a variety of measures to determine how and when to offer developmental (pre-collegiate), collegiate, continuing and community education, study abroad, short-term training, international student and contract education. These include, but are not limited to, analysis of labor market data, regional demographics, changes in state mandates or requirements, emerging technologies, specific local needs and requests.

Developmental (pre-collegiate), collegiate, continuing and community education, study abroad, short-term training, international student and contract education are offered through a variety of venues. Developmental instruction is delivered in both the credit and Continuing Education Divisions of the College. The Continuing Education Division also offers fee-based community education as well as non-credit short-term training which qualify for enhanced funding. The Professional Development Center (PDC) is a credit-based program that delivers short training courses to area employers. When specific instruction and development are requested, the PDC provides contract education. The International Student Office oversees over 1,000 international students enrolled each year and the Director also oversees the Study Abroad Program, which is recognized both statewide and nationally for the quality and range of offerings. The quality and continual improvement of these programs are described below.

Short-term Training

Short-term training, contract and community education courses are developed in response to market demand. For example, in early 2008, the College formalized the Scheinfeld Program for Entrepreneurship and Innovation as a hub for entrepreneurial activity (IIA.34). Endowed through a generous donation by Mr. James Scheinfeld, the Scheinfeld Program develops initiatives that inspire entrepreneurial thinking in students and cultivates entrepreneurial leadership in organizations and the community. The credit division of the College offers an Entrepreneurship Skills Competency Award consisting of eight two-unit courses. One goal is to offer "Entrepreneurship Across the Curriculum" and expand outreach and activities to be inclusive of both general education and career technical education students. The Continuing Education Division offers a series of nine entrepreneurship courses and also hosts free, one-on-one small business consulting at the Wake Center through partnership with the Small Business Development Center Network. At present, the Scheinfeld Program office is housed within the PDC complex at the Wake Center. In addition to credit and non-credit entrepreneurship classes, the Scheinfeld Program hosts various events, competitions and lecture series. The Scheinfeld Program is guided by a steering committee which meets regularly to discuss oversight issues for the program and develops an annual work plan and financial plan. The Program also has a Citizens' Advisory Committee which convenes annually to receive an update and which provides valuable feedback from a community perspective.

Community Education

The Professional Development Center (PDC) offers a broad range of short courses and services designed to address the local business community's need for employee development. Advisory committees from various industry sectors meet with PDC instructors to determine courses and discuss the need for new course development. In addition to Professional Development Studies skills courses, the PDC also provides credit ESL/Spanish language and computer applications instruction. Students evaluate each course and instructors are evaluated in accordance with College policy (IIA.35). Because each class is evaluated and reviewed by contract faculty, continuous improvement is achieved.

International Student Programs

The College recognizes that gaining a global perspective is a critical component of education in our world today. International students bring a world context to the education of resident students at the same time that they benefit from an American education and cultural experience. The College makes every effort to provide a high quality program for international students. They are provided with a customized arrival orientation, academic advising and group course registration. The students' academic progress and transfer readiness are carefully monitored by the International Student Support Program academic counselor and international student advisors (IIA.36).



Study Abroad Programs

Additionally, the College encourages a study abroad experience for students in a range of disciplines and locations. To ensure the quality of the Study Abroad Programs, the International Education Committee meets throughout the year to receive, review and recommend programs that best serve the needs of students and take advantage of the unique benefits of international locations. All courses offered abroad follow the Course of Record Outlines approved by the Curriculum Advisory Committee. Semester programs offer students 12-15 units of transferable courses taught by SBCC faculty/directors and faculty hired at the international location who meet minimum requirements for teaching in California Community Colleges. Summer and intersession programs typically provide 6-8 units of study (IIA.37). All study abroad programs are evaluated by surveys administered to both students and instructor/directors in order to ensure improvement of future programs. The Study Abroad director reviews the evaluations and makes recommendations to the International Education Committee for improvement of future programs.

Faculty analysis of student needs helps determine course and program offerings. The Program Review process enables departments to thoroughly assess efficacy of current instruction and allows for updating and revising curriculum. In the Program Review process, faculty review and analyze data on enrollment and achievement of SLOs, engage in dialogue, and develop improvement plans for course and program offerings. As discussed in the introduction to Standard IIA, the College has become increasingly concerned about student preparedness and success.

As noted earlier, in spring 2004, after analyzing data on student success, the Superintendent/President asked the Academic Senate to assume responsibility for researching and implementing a Student Success Initiative to increase the academic success of SBCC students. The Academic Senate formed a task force to make plans for the initiative (IIA.1). This task force included representatives from all divisions, as well as students, deans, and directors of successful SBCC student support systems. The Academic Senate task force asked the Student Senate, Extended Opportunity Program and Services (EOPS) and the College Achievement Program (CAP) to provide student input on challenges and

solutions, and each of these groups responded with comprehensive reports. These reports reinforced task force views about the challenges our students face and the importance of building communities on campus to provide support. The Academic Senate also directed the Committee on Teaching and Learning to focus on designing institutional proposals to support student success in developmental classes. The task force completed its review of all of the proposals and created an inclusive, integrated plan that addressed the various teaching and learning priorities. This initial plan included the expansion of the Gateway Program, with its in- and out-of-class peer tutors, the expansion of the Math Lab and Writing Center, the establishment of an Academic Achievement Zone for student athletes, the expanded use of online instructional aides, and the support for the MESA Program (IIA.2)

The Academic Senate task force provided an overview of this plan at the spring 2006 Faculty In-Service and submitted a completed draft to the Academic Senate (IIA.38). The Academic Senate then shared the plan with the campus community and asked for input before approving a final draft of the Student Success Initiative, now called Partnership for Student Success (PSS).

The task force and the Academic Senate then worked with administrators to request funding through the resource ranking process in the College Planning Council. The College Planning Council made the funding of this initiative a high priority by recommending the allocation of \$380,000 to support the Partnership (IIA.39). The Board of Trustees gave its approval for funding at the Board meeting in May 2006 (IIA.40). At the same time, the Foundation for SBCC expanded its Campaign for Student Success and helped identify donors for certain departmental proposals and proposals that required one time funding.

With increased Chancellor's Office oversight and the advent of enhanced funding, all current Continuing Education Division courses have undergone scrutiny to include appropriate objectives and student learning outcomes. Enhanced funded basic skills and short-term career technical programs are competency based and have been approved by the Curriculum Advisory Committee.

Self-Evaluation

The College meets this standard. The Partnership for Student Success (PSS) is an example of how the College successfully employs data for instructional improvement. With 70–75% of incoming students assessing at below college-level in math, reading and/or writing, PSS has focused on expanding programs that provide in-class and outside tutoring assistance. As first and second year evaluations indicate, PSS has been successful in increasing retention and course completion of participating ESL and basic skills students, as demonstrated by the example in Table IIA.4 below (IIA.16).

Table IIA.4

Successful Course Completion Rates of Students in Basic Skills Gateway Classes and Non-Gateway Sections of the Same Courses

Program	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Gateway	64.1%	65.2%	75.7%	69.0%
Non-Gateway	60.9%	58.5%	62.4%	63.3%
Difference in Success Rates	3.2%	6.7%	13.3%	5.7%

The ESL/Basic Skills funds have been used to expand the PSS programs to make them even more effective. The PSS Steering Committee seeks additional faculty proposals for new initiatives each fall semester, which are then reviewed and referred to the Academic Senate for final approval and incorporation into the overall PSS Action Plan. The Action Plan report (which represents quarterly updates on planned allocations of ESL/Basic Skills funding to the State) provides information about ongoing and new initiatives.

Working with the Executive Vice President Educational Programs and the Office of Institutional Assessment, Research and Planning, the Task Force developed an evaluation plan to measure the progress of the PSS. A two-year longitudinal evaluation shows student success in the Gateway to Success Program, the Writing Center, the Math Lab, and the Academic Achievement Zone. SBCC students are taking advantage of the expanded support services provided by the PSS, and this support is making a positive difference in their academic success (IIA.3).

The Continuing Education Division's Curriculum Oversight Committee has been established to oversee the quality of offerings, implementation of the SLO cycle in enhanced funded courses and use of the Program Review process for evaluation and assessment of program success (IIA.32).

Planning Agenda None.

A.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 relies primarily on faculty discipline expertise for establishing and maintaining the quality of its courses and programs. SBCC has established policies and institutional processes that guide the development, evaluation and improvement of courses and programs. Specifically:

- The Curriculum Advisory Committee all new courses, including both credit and non-credit, must be thoroughly reviewed by faculty and approved by the Board of Trustees. Processes and forms and approved courses are available online (IIA.41).
- Career-Technical Advisory Committees all career technical program faculty must meet with an industry advisory committee at least once a year. These committees guide the development and improvement of courses to respond to market changes and meet new demands. In

addition, all new certificates and degrees must be approved by the South Central Regional Consortium prior to submission to the Chancellor's Office.

- Faculty evaluation all credit faculty are evaluated on a timeline established by the Academic Polices Committee of the Academic Senate (IIA.35). As part of this process, information is gathered on course elements such as textbooks, assignments, assessment measures, and overall course effectiveness. Department chairs review all evaluations and bring forward suggestions and recommendations to the department to develop plans for improvement.
- Program Review process in the Program Review process faculty members review, evaluate, revise or eliminate courses. Through the Program Review process, faculty members working with deans and the Executive Vice President Educational Programs, regularly review and evaluate all courses and programs to maintain quality and improve instruction (IIA.14a, IIA.14b).
- Student Learning Outcome (SLO) cycle the SLO Cycle, described in IIA.1.c., was developed by faculty in collaboration with administrators. It serves as the College's procedure for designing, approving, implementing and evaluating student learning. SLOs are established by faculty teaching the courses after extensive dialogue, reviewed by the department and submitted to the Curriculum Advisory Committee for review on an addendum to the Course of Record outline. By the end of the 2011-12 academic year, all instructional and student support services will have completed the cycle. Evaluation of student progress towards achieving SLOs and development of instructional improvement plans will be ongoing.
- Online instruction in accordance with the commitment to the quality and integrity of its distance education programs, online courses will be reviewed and enhanced by faculty as they transition to the College's customized version of Moodle and utilize the innovative tools integrated with it. Rich media technologies, human presence features and other collaborative tools will be available to faculty for inclusion in all online, hybrid, and technology enhanced courses.

Self-Evaluation

The College meets the standard. SBCC faculty play the central role in establishing quality and improving instructional course and programs. The implementation of the revised Program Review Policy and related administrative procedures in 2008-09 now includes a review and update of all Course of Record Outlines every five years. In fall 2008, at the initiative of and with support from the Superintendent/ President, the College has started the implementation of CurricUNET, one of two existing course management systems on the market. Upon implementation in fall 2009, new processes will be available to create a more efficient and accessible curriculum process, which will provide online access to the curriculum process for faculty and staff and will reduce the workload on faculty serving on the Curriculum Advisory Committee.

Planning Agenda

None.

A.2.b

The institution relies on faculty expertise and the 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 towards achieving those outcomes.

Descriptive Summary

SBCC's SLO Project has been faculty driven from its inception. Members of the Academic Senate, faculty, and staff were brought together in June 2004 for a workshop offered by a team of SLO trainers from Bakersfield College (IIA.42). Cohort I received this training and became the first ad hoc work group to develop and implement SLOs. Together, the Executive Vice President Educational Programs, deans, SLO coordinator, institutional researcher, members of the Academic Senate, and faculty developed a long-term plan for training, SLO development, data collection, teaching and learning improvement, planning, budgeting, and implementation.

Cohort I acted as the pilot project to help refine the process, expectations, and the tasks faculty would be asked to undertake in subsequent cohorts. Out of this collaboration grew the principles that shaped the training and development process the College still uses in meeting the accreditation standards' requirements for the integration of SLOs into the College's instructional improvement, planning and assessment process.

This collaboration has continued to the present. The SLO Steering Committee, formed in October 2005, to shepherd the process, is open to all SLO project participants and has met regularly as a group of 35 to 40. The SLO Steering Committee helped refine SLO guides, handbooks and the design of the resource site; they examined significant differences between disciplines and recommended appropriate ways for each to use rubrics or checklists effectively.

At the end of the spring 2007 semester, the Executive Vice President Educational Programs organized a three-day ISLO workgroup involving Academic Senate members, faculty, department chairs, Student Support Programs and Services non-teaching faculty and staff, deans, the Senior Director of Institutional Assessment, Research and Planning, and members of the Student Senate (IIA.43). This workgroup prepared a draft of Institutional SLOs that was submitted to the Academic Senate for review during its 2007 summer session (IIA.44). An Academic Senate subcommittee took on the task of refining the ISLOs and their competencies in the fall of the same year. The Institutional SLOs (ISLOs) were approved by the Academic Senate (IIA.45, IIA.46), the College Planning Council (IIA.47), and the Board of Trustees (IIA.48) and are incorporated into the College Mission Statement and printed in the College Catalog (IIA.13). Faculty committees oversee the different levels of the SLO cycle:

- The Committee on Teaching and Learning reviews ISLO assessment and makes recommendations for improvement to the Academic Senate
- The SLO Coordination Group reviews course and program SLOs, makes needed revisions in consultation with department faculty, program managers and area deans, and submits its recommendations to the Curriculum Advisory Committee for approval
- The Curriculum Advisory Committee approves SLO addenda submitted for Course of Record Outlines
- The Planning and Resources Committee oversees review and ranking of resource requests that come forward as a result of SLO and/or Program Review
- The Faculty Professional Development Committee has put in place requirements with respect to allocation of flex credit for SLO activities (IIA.49)
- The SLO Coordination Group coordinates all components of the College's credit SLO plan. It serves as the main resource body to assist faculty, staff and administrators in implementing SLOs to improve student learning
- The Continuing Education Division relies on its faculty for their expertise for curriculum consultation and development. Faculty leaders in the areas of basic skills have been recruited to lead the Division's SLO project and representatives serve on the Curriculum Oversight Committee. A representative from the Continuing Education Division also serves on the SLO Coordinating Group (IIA.50).

The process has remained faculty driven and dialogue-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. The chronology of the dialogue demonstrates that there has been broad-based participation from the start (IIA.51).

Advisory groups play a vital role in assessing student progress:

• The PSS Steering Committee consists of a dean and faculty from the Basic Skills areas of English as a Second Language, English Skills, and math, faculty representing distance education and athletics as well as the Senior Director of Institutional Assessment, Research, and Planning and the Director of the Learning Resource Center. This Committee provides faculty input in response to assessment of student progress towards meeting student learning outcomes. The committee evaluates, approves, and forwards funding proposals to the Academic Senate to increase student success and invites faculty to participate in a series of meetings and discussions to formulate strategies for improvement in the following areas: basic skills competencies; increased student retention; improvement in pass rates attainment of academic and occupational goals; and increased student preparedness.

- All Career Technical Educational programs hold at least one advisory committee meeting each academic year to review the current degrees and certificates offered. These advisory committees are comprised 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.
- In the non-credit competency-based career/technical award programs (e.g., Personal Care Attendant and Health Care Interpreter), industry advisory groups provide consultation. A faculty member coordinates the programs and oversees the advisory groups. Both programs went through extensive curriculum review in consultation with the program faculty and the faculty coordinator (IIA.52). In the Continuing Education ESL program, seasoned ESL instructors and peer coaches advise the program director in establishing competency levels and certificates (IIA.53).
- Faculty expertise is also critical for ensuring high quality instruction in distance education courses. The Committee on Online Instruction (COI) meets semi-monthly during the academic year and focuses on continuous improvement in the pedagogical and curricular aspects of distance education (IIA.54). It also assists in sharing information among other related committees and work groups, including the Instructional Technology Committee (ITC), and the District Technology Committee (DTC). Valuable input is also solicited from relevant faculty support services such as the Faculty Resource Center which has a significant role in instructional design for online, hybrid and technology enhanced classes.

Self-Evaluation

The College meets the standard. The SLO process has reached a point of sustainability. Beginning in 2008-09, Program Reviews include an analysis of SLO data and an improvement plan. Several departments have already completed the process and developed comprehensive, innovative plans. For example, as a result of analysis of spring 2008 SLO data for the Elementary Algebra course, mathematics faculty determined that too few students met the standard for solving quadratic equations. Only 29% met or exceeded that standard (IIA.22). A plan was developed to address the low achievement level. As a result, two faculty members were appointed as course coordinators to develop and implement directed learning activities to be used by all instructors to support the learning of these concepts (IIA.22).

The ISLOs are fully in place and reflect the College's general education, career/ technical, and student support services learning outcomes. Their regular assessment guarantees progress toward achieving continuous incremental improvement at the institutional, course and program levels.

The annual Institutional Effectiveness Report publishes data on student progress towards achieving outcomes on course persistence, success and transfer. After reviewing the data on ESL students and to address the College Plan 2008-11 objective 1.13, which targets a 3% increase in the number of students in the fall 2007 cohort who enroll in an ESL level 1-4 course and later successfully
complete a level 5 course or higher, ESL faculty proposed a curricular revision as an initiative to the Partnership for Student Success. The proposal was approved and faculty designed several multi-skill six-unit classes to provide an alternative to the four-unit isolated skills (i.e., grammar, reading and writing) courses. The enhanced curricula, listed in Table IIA.5, began in 2008-09. Comparison data will be available for analysis in 2009-10.

ESL Integrated Skills Curricula		
Level	ESL Curricula	
Foundations 1	Listening, Speaking, Grammar	
Foundations 1	Reading, Writing, Grammar	
Foundations 2	Listening, Speaking, Grammar	
Foundations 2	Reading, Writing, Grammar	
Level 4	Writing and Grammar	
Level 5	Reading and Writing	

The Continuing Education Division's success has been, in part, due to the continued effort to recruit talented faculty and collaborate with the community for ideas and feedback on its offerings. The use of peer coaching and faculty evaluation in the basic skills programs is a useful way to employ the talent of a primarily part-time faculty. As the Continuing Education Division curricula moves toward more Chancellor's Office oversight, it is important to expand formal and informal ways to involve both the faculty and the community in curriculum planning.

The Continuing Education Division has made progress in the Program Review process, instituting an instructional program review cycle that involves faculty and community members. A Continuing Education SLO Cycle has been created and progress is being made in the development and tracking of Student Learning Outcomes through the efforts of the Continuing Education Curriculum Oversight Committee's SLO Working group. The Division needs to complete the SLO Cycle for all its courses, starting with the basic skills and short-term vocational courses.

Planning Agenda

Achieve Objective 2.5 in the College Plan 2008-11 which states that "the Continuing Education Division will initiate the Student Learning Outcomes cycle in all non-credit courses eligible for enhanced funding and complete the SLO cycle in 1/3 of the courses per year beginning academic year 2009-10."

Table IIA.5

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

Descriptive Summary

Providing high quality instruction with appropriate rigor and time to completion is a core goal of faculty, staff and administrators. All courses and programs are reviewed regularly through the curriculum review and Program Review processes. These processes and analyses of institutional effectiveness data have been used to ensure that this goal is met. With the implementation of course, program and institutional SLOs, synthesis of learning will be systematically tracked and discussed with improvement in instruction as the goal.

Pre-requisites are critical to prepare students to succeed in courses as they progress to certificate and degree completion and transfer. While pre-requisites in math, English and ESL have always been enforced, the College was unable to enforce other pre-requisites until fall 2008 after the full implementation of SCT Banner.

The curriculum process ensures that content and rigor of the College's courses are equivalent in all delivery modes. There remains nationwide concern over the lower success and completion rates in distance education courses. At SBCC, courses taught online deliver the same content and maintain the same rigor as on-campus courses, yet the success rates are not equivalent. To address this concern, in 2008, following a comprehensive review of best practices for distance education and analysis of the Online College Student Experiences Survey 2008 results, which revealed that students desired the integration of rich media into their online courses, faculty teaching online began a three-year process of courseby-course redesign (IIA.23). By better adapting to the toolset offered through the integration of Moodle with third party applications that promise to provide the missing link in distance education, that of social presence, SBCC will be able to offer modular, replicable, technology-enhanced instruction in its online, hybrid, and Web-augmented classroom-based instruction.

High quality instruction is also a focus in the Continuing Education Division. In the Continuing Education Adult High School (AHS), Adult Basic Education (ABE) and ESL Programs competency-based curricula designed to meet Model Standards have been in place since September 2000 (IIA.20). Students come to the AHS, GED and ABE Programs from as far away as Lompoc and Camarillo. The faculty of the three programs are successfully working together to ensure student success through inter-program student referrals. Many of the students successfully transfer to credit programs. The joint goal is to provide more opportunities for student enrichment and greater life skill applicability. In addition, the AHS, GED and Adult Basic Education Program have identified a need to collaborate with the Continuing Education Student Services Program to provide college and career preparation workshops modeled after the Personal Development courses in the credit division (IIA.55).

Self-Evaluation

The College meets the standard. However, Course of Record Outlines had not been regularly and systematically reviewed by all departments. In fall 2008, the College developed Operational Program Review and revised Instructional and Faculty-led Student Services Program Review processes that include faculty review and updating of course outlines to be completed in the 2008-09 review and then completed every five years. As shown in Table IIA.6 below, the Accountability Reporting for the Community Colleges (ARCC) data demonstrate the institution's quality of instruction. SBCC surpasses statewide levels on all measures (IIA.16):

Table IIA.6

SBCC vs. Statewide Performance on ARCC Measures 2008

2008 ARCC Measures	SBCC	State
Student Progress and Achievement (i.e., degree, certificate, transfer)	59.4%	51.2%
Percent of Students Who Earned at Least 30 Units	71.4%	70.3%
Persistence Rate (Fall to Fall)	71.4%	68.3%
Annual Successful Course Completion Rate for Credit Vocational	78.6%	78.2%
Courses		
Annual Successful Course Completion for Credit Basic Skills	62.5%	60.5%
Courses		
Improvement Rate for Credit Basic Skills Courses	56.6%	50.0%
Improvement Rate for Credit ESL Courses	56.9%	44.7%

In order to ensure quality of instruction in the non-enhanced areas of instructions, the Continuing Education Division employs careful hiring practices, adhering to the minimum qualifications in hiring new faculty (even in nonstate supported courses) and closely following course enrollment and student feedback. The Citizens' Advisory Council is also used to provide feedback regarding instructional quality and curriculum appropriateness. More formally, the Program Review process has provided important feedback to staff, serving as an opportunity to evaluate instruction and faculty effectiveness.

Planning Agenda

None.

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

Descriptive Summary

To assist students in understanding their own learning styles, the Learning Resource Center has links to self-assessments online (IIA.56). Many faculty members have students identify their learning styles at the beginning of the semester as an assignment. For example, the majority of faculty teaching Personal Development courses (PD 100) include a learning styles assessment in the syllabus.

SBCC provides many resources to support students in their coursework: the Disabled Students Programs and Services (DSPS) tutorial lab, the Learning Resource Center (LRC), the Math Lab, the Gateway Tutorial Center and the Writing Lab provide individualized support to meet diverse learning needs.

The wide availability of Web-based, technology-enhanced instruction provides rich learning environments for students with visual, auditory, kinesthetic/tactile, verbal, logical, social, and solitary learning styles. The Faculty Resource Center (FRC) provides training opportunities throughout the year for faculty to explore delivery modes and teaching methodologies that are effective for a fluctuating and diverse student population (IIA.57). As a result of training, faculty members are encouraged to provide multiple modes of assessing student learning. For example, one of the professors of astronomy at SBCC successfully uses clickers to assess student learning throughout a lecture and to provide opportunities for small group work and immediate instructor feedback. He has shared his success with his colleagues in faculty professional development demonstrations.

The Faculty Teaching and Learning Seminar, designed for first-year faculty, offers a 10-12 seminar series facilitated by SBCC faculty and staff (IIA.58). To support the seminars, the http://4sbccfaculty.sbcc.edu Web site offers a wealth of materials written by SBCC faculty for faculty (IIA.59). In addition, the Program Review and Faculty Evaluation processes as well as the SLO Cycle provide the opportunity for faculty to discuss student learning. For example, in spring 2008 the Mathematics Department invited professor Myra Snell, from Los Medanos College, to present a full-day workshop focused on what Los Medanos math faculty had learned from their own SLO process (IIA.60). Los Medanos faculty have developed their own course materials and separated courses into skills and problem solving components for pre-collegiate courses. The dialogue with Los Medanos faculty continues as SBCC faculty members consider course redesign to improve student success in pre-collegiate courses.

The Continuing Education Division makes every effort to use methodologies and delivery modes that support success for a student population with varied needs and diverse learning styles. The Adult High School, ESL, GED and ABE Programs employ individualized instruction, small group tutorials, multimedia learning software, and instruction to help students achieve their goals. AHS/GED and ABE classrooms and learning centers provide the most current software and extremely committed teaching staff. The availability of a one-to-one certificated faculty to teaching assistant ratio in the classrooms and learning centers ensures that students are receiving the best assistance.



Self-Evaluation

The College meets the standard. Student success data demonstrate that the College is meeting the needs and learning styles of its students. For example, in spring 2007, students enrolled in Gateway classes achieved a successful course completion rate 3.7% higher than students in non-Gateway courses because the in- and out-of-class tutorial component serves the need for individualized instruction and review of course content (IIA.3).

The use of clickers in the introduction to astronomy course has resulted in an increase in student success. When comparing students for two semesters before implementing the use of clickers with students enrolled in the three semesters with the use of clickers, the instructor found a seven percent increase in students obtaining successful grades (i.e., from 80% to 87%).

With the transition to Moodle and its integration with SCT Banner, students at SBCC will have access to new delivery modes and teaching methodologies with fully online, hybrid, and Web-augmented classroom-based instruction. By spring 2010, an orientation to learning online will be available to assess and instruct prospective students in order to increase retention and academic success in their online courses. In fall 2009, course shells will be automatically created for all classes offered at SBCC and aggregated within a single class tab for students when they log into their campus account. Students in selected classroombased instructional courses will benefit by having access to on-demand replay of classroom video/audio capture and a host of additional course-related assets uploaded by their instructors and peers. In addition, distance education students will benefit by having increased social presence in their online courses, as made possible by enabling technologies such as streaming video, podcasting, voice boards, and voice-over-Internet protocol (VOIP). Similarly, students in hybrid courses can benefit by a best-of-both-worlds approach.

Faculty and staff in Disabled Students Programs and Services are currently working with the Faculty Resource Center staff and faculty to develop a set of institutional guidelines for access that accommodates students with disabilities. While new technologies, such as captioning and text-to-speech have shown to be of great value in this arena, developing processes for incorporating these tools into the standard course design workflow will continue.

Planning Agenda

None.

A.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 the effectiveness of all courses and programs through the Program Review process (detailed in section IIA.1). Additionally, the SLO Cycle affords the opportunity to examine achievement of Student Learning Outcomes and to make adjustments in the teaching and learning process where indicated. Program Reviews along with SLO reports are used by the College Planning Council in institutional planning. Additional course and program data are gathered during faculty evaluations and from advisory committees that meet regularly for career/technical programs.

As noted throughout the self study, the Continuing Education Division employed a different program review model prior to 2008-2009. Starting in 2008-09, the Continuing Education Division adopted the Program Review process that was assumed college-wide. The Continuing Education Division now uses the same Instructional Program Review process as the credit division of the College. In the Adult High School (AHS), GED, and Adult Basic Education (ABE) Programs in the Continuing Education Division, a Lead Faculty Advisor also evaluates courses on an ongoing basis to improve course relevance, appropriateness and fit with future plans. Self study teams review curriculum with input from expert faculty in the subject area, compare the course to comparable courses in similar programs, and tailor the courses to the Continuing Education student population. The Adult High School, GED and Adult Basic Education Programs, are currently

transitioning from a Faculty Advisor review model to the implementation of the SLO cycle and a curriculum team. Faculty in the ESL, AHS, GED, ABE programs are being trained in the development of SLOs and implementation of the SLO cycle (IIA.61).

Self-Evaluation

The College meets the standard. The Program Review process, which includes a review of curriculum, and the SLO Cycle lead to improvement of student learning. For example, an analysis of Math 100 (Elementary Algebra) SLO data from fall 2008 demonstrated poor attainment of the SLO related to quadratic equations. In response, the department designated two lead faculty to develop Directed Learning Activities (DLAs) that all Math 100 students can use in tutorial sessions to practice the skills that are required to demonstrate achievement of the SLO (IIA.22). Career technical advisory groups along with regularly scheduled division and department meetings provide ongoing opportunities to review courses and programs and to plan for new programs or course offerings. For example, the advisory committee for the drafting department has consistently supported retaining some instruction in hand-drafting while stressing the need for increased proficiency in computer-aided drawing and design (IIA.62). Another example comes from the automotive service and technology department. As a result of the increased number of hybrid cars on the road, faculty developed a plan to attend professional development workshops in teaching hybrid technology and included funds for short-term instructional use of a hybrid car in their Perkins proposal for 2008-09 (IIA.63).

Planning Agenda None.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student 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 College has taken steps to more fully integrate planning and resource allocation in a systematic and ongoing way. This is described in detail in the Program Review process in section Standard IIA.1. The main planning group for the institution is the College Planning Council, chaired by the Superintendent/ President, which reviews and prioritizes resource requests that come from all Program Reviews. A full description of the College Planning Council is available in Standard IV.

Since 2004, the College made the incorporation of Student Learning Outcomes (SLOs) a central focus. As stated in the introduction to Standard IB, the overview of the College's planning processes, the focus on developing and assessing learning outcomes, and improving student learning and achievement is integral in each of the College's core planning processes. Procedures are in place to assure the systematic evaluation of this effort, including periodic reviews of student achievement of SLOs. Data on student performance on each of the course and

A.2.f

Student Support Programs and Services SLOs are submitted online to the Office of Institutional Assessment, Research and Planning. Student performance data for each course is aggregated and distributed to departments/units for analysis and development of student learning improvement plans at department/unit meetings and as part of the Program Review process. Data are also posted on the College's SLO plan Web site (IIA.30). The Program Review are accessible through the College Intranet (IIA.64). In addition, there are specific objectives for student learning in the College Plan 2008-11 (IIA.65) with progress included in the measures of institutional effectiveness.

All course and program SLOs must complete the cycle once every four years. Web-based forms and reports for each of the components of the SLO Implementation Cycle have been developed and posted online (IIA.30). Data on student performance on SLOs are available in a central location on the College's Web site and performance reports are provided to departments for their review and analysis. 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. The new process with eLumen will be implemented in fall 2009.

The Continuing Education Division Curriculum Oversight Committee (COC) is charged with systematizing Continuing Education SLO processes. The members of this committee disseminate information to faculty, call faculty meetings, and oversee SLO implementation on an ongoing basis. The COC makes regular reports to the Vice President of Continuing Education (IIA.66).

Self-Evaluation

The College meets the standard. The College's Program Review Policy and associated administrative procedures were revised in 2002 and again in fall 2008 to align with the changes in Title 5 requirements and to meet the 2002 accreditation standards. The completed Program Reviews along with their clear focus on improving student learning are posted on the College's Intranet (IIA.64).



All instructional and student support services departments have completed their Program Reviews by the end of the spring 2009 semester. Program Reviews include an assessment of the progress the department/program is making in adhering to its plan for completing each component of the SLO Implementation Plan. A plan to evaluate the effectiveness of Program Reviews for improving student learning and achievement of its other goals and objectives was developed in December 2008. That evaluation, which includes assessment of the degree to which department/program implementation of SLOs is contributing to the improvement of student learning, will be completed in fall 2009. Additional institutional data are analyzed and interpreted in the Institutional Effectiveness Reports for faculty and staff to utilize in planning (IIA.16).

The Continuing Education Division COC will oversee and implement the SLO Cycle and Continuing Education Program Review process. An evaluation of the effectiveness of the first full-year of the SLO Implementation Cycle will be completed by spring 2010. In fall 2009 a process will be developed for summarizing and reporting student performance on course, program, and institutional SLOs across departments and programs so that constituency groups can use this information in assessing and improving student learning and institutional processes.

Planning Agenda

None.

A.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 uses both internally and externally developed measures of student learning to ensure that the results are non-biased and valid. Examples of several of these measures are described in the following paragraphs.

The ESL and English departments use departmental reading and writing exams as elements added to portfolios in several classes as one measure of evaluating student learning in conjunction with other work and measures (IIA.67). All faculty members teaching the respective courses participate in comprehensive norming sessions to ensure that instructors are evaluating with the same standards and that the measures are unbiased and valid. English 120, a one-unit research methods class that satisfies the Area F Information Literacy requirement, requires that students pass a 40-question true/false, multiple-choice quiz as one standard measure for the course.

The chemistry department administers the American Chemical Society (ACS) standardized exams at the end of Chemistry 155 and 156 (i.e., SBCC's general chemistry sequence). Student scores on the ACS are compared to national standards and are used each semester as a basis for dialogue 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 fall 2008, 77% of the 98 students in Chemistry 155 scored in the 80th percentile or above.

Students in several career technical education departments take national exams as part of their programs as noted in Table IIA.7.

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Table IIA.7

Career Technical Education National Examinations

SBCC Program	Exam
Associate Degree Nursing (ADN)	Assessment Technologies Institute (ATI) computerized assessment tests
Associate Degree Nursing - Vocational	Assessment Technologies Institute (ATI)
Nursing (VN)	computerized assessment tests
Marine Diving Technology (MDT)	Exams developed by American Red Cross, the
	National Association of Nitrox and Technical Divers
	(IANTD) and Divers Alert Network
Emergency Medical Technician (EMT)	Registry of Emergency Medical Technicians
	Examination



Self-Evaluation

The College meets the standard. Monitoring national standards with validated, unbiased examinations is an essential evaluation of student performance, particularly in career technical education programs.

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 values the ATI exams as an excellent predictor of success on the licensing exam and as an effective teaching tool for remediation.

Marine Diving Technology (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, PSLOs and success on exams listed in Table IIA.7. Students completing the Emergency Medical Technician basic program have exceeded the national Registry of Emergency Medical Technician examination national pass rate since spring 2007.

Planning Agenda

None.

A.2.i

The institution awards credit based on student achievement of the course's state learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Criteria for awarding units of credit are clearly stated in the College Catalog (IIA.13). These criteria comply with Title 5 regulations. Faculty publish evaluation processes, grading criteria and course SLOs in their course syllabi. In many courses, faculty have developed SLO and/or grading rubrics to make the evaluation process transparent for students and systematic for faculty. Rubrics for courses are posted online at (IIA.68).

Self-Evaluation

The College meets the standard. While departments are in various phases of the SLO cycle, the College is on target to complete the first SLO cycle by 2012.

Planning Agenda

None.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The institution awards certificates and degrees based on student achievement of a program's stated learning outcomes. Program SLOs (PSLOs) are developed at the department level through a collaborative process of dialogue.

As stated in the College Catalog 2008-09: Santa Barbara City College provides a rich learning experience for its students. The Institutional Student Learning Outcomes (ISLOs) state the competencies in general education, and personal and career development that students acquire by completing a program of study at SBCC (IIA.13).

As students follow a program of study, they participate in performance assessments through examinations, portfolios and other activities that provide information about their proficiency in each of these outcomes. The data collected are used to document and improve student learning and the attainment of the Institutional Student Learning Outcomes:

- Critical thinking, problem solving, and creative thinking
- Communication
- Quantitative analysis and scientific reasoning
- Social, cultural, environmental and aesthetic perspectives
- Information, technology and media literacy
- Personal, academic, and career development

Self-Evaluation

The College meets the standard. The implementation of the revised Program Review process includes a systematic cyclical review of course, program and institutional Student Learning Outcomes. 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. Radiology, for example, is one program that has made a perfect match between certification standards and their SLO scoring thresholds (IIA.69). Similarly, the Associate Degree Nursing Program Outcomes (PSLOs) parallel those required by the National League for Nursing Accrediting Commission (NLNAC). Cisco and Microsoft certifications also match well with the course and program SLOs in all Nursing programs, Computer Network Engineering and Computer Applications (IIA.30). SLOs inform and facilitate instruction, shape its process and focus, and have great formative value. As summative indicators, their achievement provides proof that learning has occurred.

Planning Agenda

None.

A.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.

Descriptive Summary

The College Catalog 2008-09 clearly states the philosophy of General Education, as developed by the Academic Senate.

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 (IIA.13).

Students are informed of the rationale for general education during orientation and counseling and advising sessions. Discipline faculty review and revise courses that meet general education requirements on a periodic basis to ensure currency. New and modified courses are reviewed by faculty on the Curriculum Advisory Committee for appropriateness to the general education curriculum. Content and objectives are examined by the Curriculum Advisory Committee when making a general education determination for new courses. Likewise relationships between Course of Record Outlines, departmental SLOs, and the College's Mission Statement are also reviewed. 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. The College Catalog contains a description of the College's philosophy of general education, is a repository for all specific general education information and functions as the contract with students.

Self-Evaluation

The College meets the standard. The inclusion of SLOs with new course proposals has standardized and improved the curriculum review process in relation of general education requirements.

Planning Agenda

None.

General education has comprehensive learning outcomes for the students who complete it, including the following:

A.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 College Catalog lists the courses that meet the requirements in humanities and fine arts, the natural sciences and the social sciences (IIA.13). Courses proposed to meet the general education requirement are written by faculty in their respective disciplines and reviewed by the Curriculum Advisory Committee to ensure that they meet state and transfer requirements. The Course of Record outlines are posted for review online on the College Web site (IIA.70). Syllabi for courses are developed with the content of the Course of Record Outline and course SLOs included. The SLO Cycle includes the development and assessment of student achievement of ISLOs. Analysis of SLO/ISLO data informs departments of student achievement and subsequent application of SLOs. The six Institutional Student Learning Outcomes (ISLOs) specifically address humanities, fine arts, natural and social sciences.

ISLO I

Critical Thinking, Problem-Solving and Creative Thinking

Students will demonstrate the ability to collect information in response to a question or problem; analyze and draw valid conclusions from statements, images data and other forms of evidence; and assess the implications and consequences of conclusions.

Competencies

- 1.1 Define the issues, problems, or questions.
- 1.2 Seek, collect and analyze data and relevant information, including alternative approaches.
- 1.3 Differentiate among facts, opinions and biases.
- 1.4 Synthesize and generate solutions and identify possible outcomes.
- 1.5 Use evidence and reasoning to support conclusions.

ISLO II	<i>Communication</i> Students will demonstrate effective communication skills in reading, writing, listening, speaking and communicating in different formats.				
	Competencies				
	2.1 Reading; Comprehend and interpret text.				
	2.2 Writing; Create documents that communicate thought and information appropriate to the given context, purpose and audience employing the conventions of standard English.				
	1.3 Speaking; Organize ideas and communicate orally in a way appropriate to audience, context and purpose.				
	2.4 Listening; Receive, attend to, interpret and respond appropriately to verbal and/or nonverbal communication.				
	2.5 Visual Comprehension				
	2.6 Recognize and interpret images, graphic displays and other forms of observable communication.				
ISLO III	Quantitative Analysis and Scientific Reasoning Students will be able to: analyze, estimate, use and evaluate quantitative information using words, data, graphs and symbols; and apply the scientific method to questions regarding observable natural, physical and social phenomena.				
	Competencies				
	3.1 Apply quantitative skills to the interpretation of data.				
	3.2 Use graphs, symbols and mathematical relationships to describe situations.				
	3.3 Apply mathematical concepts to solve problems.				
	3.4 Distinguish scientific theory from conjecture and/or speculation.				
ISLO IV	<i>Social, Cultural, Environmental and Aesthetic Perspectives</i> Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.				
	Competencies				
	4.1 Describe how the interaction among social, economic, political, cultural, environmental and historic events affect the individual, society and the environment.				
	4.2 Explain how culture influences different beliefs, practices and peoples.				
	4.3 Recognize fine, literary and performing arts as essential to the human experience.				
	4.4 Identify the social and ethical responsibilities of the individual in society.				

ISLO V		

ISLO VI

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.

Competencies

- 5.1 Select and evaluate the accuracy, credibility, and relevance of information sources.
- 5.2 Use technology effectively to organize, manage, integrate, create and communicate information and ideas.
- 5.3 Evaluate critically how media is used to communicate information through visual messages.
- 5.4 Identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.

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.

Competencies

- 6.1 Develop, implement, and evaluate progress towards achieving personal, academic and career goals.
- 6.2 Demonstrate personal responsibility for choices, actions and consequences, including but not limited to, attending classes, being punctual and meeting deadlines.
- 6.3 Demonstrate the ability to work effectively in a group setting.
- 6.4 Demonstrate the ability to identify and use appropriate resources.

Self-Evaluation

The College meets the standard. ISLOs have been incorporated into the College's Mission statement and are closely tied to the general education requirements. ISLO data are currently available and the eLumen system will provide more comprehensive reports in fall 2009. The Committee on Teaching and Learning is the Academic Senate committee tasked to review and analyze these data and report findings and recommendations to the Academic Senate and, ultimately, to the College Planning Council.

Spring 2008 ISLO data show that students met or exceeded the standard as demonstrated below (IIA.71):

- Critical thinking, problem solving and creative thinking (74%)
- Communication (73.1%)
- Quantitative analysis and scientific reasoning (66.8%)
- Social, cultural, environmental and aesthetic perspectives (76%)
- Information, technology and media literacy (74.8%)
- Personal, academic and career development (76.2%)

Planning Agenda

None.

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 is committed to students becoming productive individuals and lifelong learners through its credit and Continuing Education Divisions and its support services. SBCC offers courses that provide opportunities for students to increase their potential for success, develop leadership competencies and management skills, and evaluate and plan their educational programs. In the Personal Development 100 (PD 100) College Success class, students clarify their educational objectives and develop the skills necessary to reach them. The College has put particular emphasis on expanding sections of this CSU/UC transferrable course. In spring 2009, there were 17 sections being taught by a cross-section of faculty from diverse disciplines such as counseling, mathematics, hotel management and computer information systems.

The College's Mission Statement and general education requirements affirm the goal of developing lifelong learners (IIA.13). The general education requirements and ISLOs focus on 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. Continuing Education and Student Support Programs and Services also make student achievement of these goals their central purpose.

The General Education pattern outlines a core curriculum that provides an opportunity for students to explore elements of the intellectual and ethical traditions to which they belong. One major objective is to cultivate the intellectual processes of learning and to examine methods for acquiring, integrating and applying knowledge. Faculty members believe 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.

Four of the Institutional Student Learning Outcomes directly address the capability to be a productive individual and lifelong learner. These include:

ISLO I	Critical Thinking, Problem-Solving and Creative Thinking		
	Students will demonstrate the ability to collect information in response to a		
	question or problem; analyze and draw valid conclusions from statements, images		
	data and other forms of evidence; and assess the implications and consequences of		
	conclusions (Competencies are listed in IIA.3.a.).		
ISLO II	Communication		
	Students will demonstrate effective communication skills in reading, writing,		
	listening, speaking and communicating in different formats (Competencies are		
	listed in IIA.3.a.).		

ISLO 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 (Competencies are listed in IIA.3.a.).
	As the College progresses through the SLO Cycle departments, programs, the Committee on Teaching and Learning and the College Planning Council will analyze student achievement of these SLOs and ISLOs. The assessments and rubrics developed by faculty to measure individual student attainment of SLOs is a consistent process for assuring that expected skill levels are maintained. Course of Record outlines will be updated as ongoing analysis of SLO data is incorporated into the Program Review process.
	General education requirements at the institution include state requirements (A-D) for transfer to CSUs and UCs:
	 A—Natural sciences B—Social and behavioral sciences C—Humanities D—Language and rationality including English composition, communication and analytical thinking
	The SBCC institutional requirement (Area E) is mathematics. Information competency requirement (Area F) includes Information Literary or College Research Skills (IIA.8). Students obtaining an associate degree must complete these general education requirements.
	Self-Evaluation The College meets this standard as demonstrated in the self-evaluation section of A.3.a.
	Planning Agenda None.

A recognition of what it means to be an ethical human being and effective citizen: qualities 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.

Descriptive Summary

The College Plan 2008-11 and ISLOs address what it is to be an ethical human being and effective citizen. The Mission Statement focuses on these values in its Philosophy of General Education statement, which states that, the College:

will provide an opportunity for students to explore elements of the intellectual and ethical traditions to which they belong through the following objectives: To help students understand the conditions and forces which shape their lives and thus help them to cope with a complex and changing world; and to explore elements of our common human nature and to assist students in applying critical and informed judgments to the cultural achievements of their own and other cultures (IIA.13).

Further, ISLO IV states that "Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives" (Competencies are listed in IIA.3.a.). And, ISLO VI states that "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" (Competencies are listed in IIA.3.a.).



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 (IIA.70). Knowledge of copyright regulations, college policy, ethical standards, legal rights and consequences is required in many disciplines and covered specifically in Library 101 (IIA.70). Through examinations, research projects and reports, students demonstrate their knowledge of the laws, common practices and their rights and legal responsibilities as covered in these courses. The College has an honor code and codes of conduct that are enforced by the Dean of Educational Programs who oversees student discipline. 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.

The Director of Campus Diversity oversees all aspects of SBCC's commitment to enhancing diversity and cultural proficiency on campus. The director provides training in diversity awareness, promotes educational initiatives and projects aimed at intercultural proficiency and respect, ensures access, equity, and coordinates multicultural events. As described in Standard II.B, many College events specifically focus on diversity, such as the annual Leonardo Dorantes Memorial Lecture, the Diversity Dialogues Series (IIA.72) and the One Planet Faculty Fellows Program.

Self-Evaluation

The College meets the standard as demonstrated in the ISLO data in section A.3.a above.

Planning Agenda

None.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs require minimum 60 degree applicable units (numbered 100 to 299) for an associate degree including a minimum of 18 units in the major (department requirements), 18 units of general education plus institutional requirements and 9-13 units of electives. 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 departmental requirements comprised of specified biology and chemistry courses. Where possible, departmental requirements of the associate degree also satisfy and parallel the lower division requirements of at least one or more four-year regionally accredited institutions of higher education to which students frequently transfer. Candidates for an associate degree are also expected to complete at least 20% of the department requirements in residence at SBCC (IIA.73).

Self-Evaluation

The College meets the standard. During the Program Review process, departments review student achievement and requirements for degree programs and make adjustments when necessary.

Planning Agenda

None.

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

At present, student learning outcomes have been identified for career technical education programs, and new programs are in the process of developing student learning outcomes through instructional planning. As the student learning outcomes are developed, they are evaluated for consistency in light of certification as well as program improvement. The Carl D. Perkins Career and Technical Education Act (Perkins IV) and its preceding VTEA annual Core Indicators show the number and/or percentages of students who complete programs and who are employed.

An objective of the College Plan 2008-11 is to increase the percentage of students completing career technical programs. Career technical programs, such as Nursing (ADN), Vocational Nursing, Certified Nursing Assistant, Emergency Medical Technician-Basic, Radiography, Marine Diving Technologies and Cosmetology have external standardized licensing examinations at the conclusion of the programs.

The Continuing Education Division offers a short-term vocational enhanced funded Personal Care Attendant (PCA) Program. The PCA is competency based and was developed in conjunction with an advisory committee consisting of local employers and in consultation with the SBCC credit Allied Health department (IIA.52). A ServeSafe Food Handlers Certificate and Green Gardener Certificate program are enhanced funded by the state for non-credit.

The Health Care Interpreter (HCI) Program, which qualifies for non-credit enhanced funding, meets with an advisory committee quarterly and continues to involve local employers to ensure that students meet employment standards. The HCI program has been successfully funded by the California Endowment for a total of \$630,000 over the course of five years.

Self-Evaluation

The College meets the standard. SBCC annually tracks the total number of students enrolled in career technical courses, as well as their retention and success levels by academic year. In the Institutional Effectiveness Report 2007-08, ARCC data on the Annual Successful Course Completion Rate for Credit Vocational Classes indicate that SBCC continues to have successful course completion rates for career/technical courses slightly above the statewide level of 76.4% (IIA.16).

As shown in Table IIA.8, each year the College analyzes student performance in all programs, noting numbers or percentages of majors and those who successfully complete programs, those who earn degrees and certificates, among other performance indicators. Analysis of performance on licensing exams is an essential component of the evaluation of career technical programs.

Table IIA.8

Career Technical Education Licensing Exams Success Rates

8		
Department	Year	Performance
Radiology	2006-07	62 students had 100% pass rate on American
		Registry of Radiologic Technologists
Associate Degree Nursing	2006-07	ADN graduates had 91% pass rate on the
		NCLEX exam (national mean = 88%)
Licensed Vocational Nursing	2006-07	100% pass rate in 2006 and 83% in 2007
Certified Nursing Assistants	2006-07	100% pass rate in 2006 and 2007
Cosmetology	2007	All students 93-94% pass rate on practical exam
Health Information Technology/	2008	82% pass rate for first time takers (national
Cancer Information Management		mean = 79%) on Registered Health Information
		Technician (RHIT) exam
Health Information Technology/	2008	100% pass rate (national mean = 64%) on
Cancer Information Management		California Coding Associate (CCA) exam

Some programs, such as the Automotive Technologies Program, request that students who have completed programs, received degrees or earned certificates return employment information to the department. The response rate has been low. Departments are now collaborating with Industry Advisory Committee members to develop follow-up strategies to enhance compliance and/or obtain this valuable employment information.

Planning Agenda

None.

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.

Descriptive Summary

Students and prospective students receive clear and accurate information about educational courses and programs in the College Catalog, which is published in hard copy as well as posted online. The catalog is updated annually. Hard copy and online curriculum guides, which list courses required for certificates and degrees in specific areas, are also 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 (IIA.74). 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) (IIA.75). Programs that have supplemental or special admissions requirements and/ or program prerequisite requirements, such as the Honors Program or the Radiographic Program, are clearly articulated in the College Catalog, on the College Web site, and in supplemental publications. Supplemental program admission criteria and/or program prerequisites are available through the Academic Counseling Center, online and through individual departments. Special care is taken to ensure that all publications are consistent and complete and that students are made fully aware of these requirements.

A Schedule of Classes is published for each term providing clear and accurate information on all courses including the course name, description, unit value, prerequisite/corequisite requirements, skills advisories, time, dates and transferability to UC and CSU (IIA.76). The same information is available through the online schedule of classes (IIA.77). A hard copy schedule of classes is distributed to every household and high school in the district's service area and is provided upon request from students applying from out-of-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, up-to-date, accurate and consistent throughout all publication types.

For each program of study, the institution describes its degrees and certificates in terms of their purpose, content, course requirements, transferability and where appropriate, relationship to career opportunities. They are available through the College Catalog (hard copy and online), through individual curriculum guides and through each department's Web site.

In every class section students receive a course syllabus that specifies learning objectives consistent with those in the College's officially approved course outline. Many faculty also post syllabi on their Web pages, online course pages, or in Pipeline, the College portal.

The Continuing Education Division distributes an "Adult Ed Schedule" for each of its four terms. Continuing Education classes are also listed on the SBCC Web site (IIA.11).

Self-Evaluation

The College meets the standard. Department chairs, counselors, deans and other staff review the catalog during the production stage to ensure accuracy. The faculty evaluation process includes a review and critique of course syllabi. The new faculty evaluation checklist (IIA.35) includes SLOs, and the Academic Senate will discuss adding a question to the student survey regarding the inclusion of SLOs on the course syllabus.

Planning Agenda

None.

A.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

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 Web site (IIA.78).

Transfer of credit from other accredited higher education institutions is based on the evaluation of official college transcripts by the instructional department chair or their faculty designee and/or the Transcript Analyst, and Academic Counselors under the authority and purview of instructional department chair. All instructional departments are involved in the process of awarding transfer credit for courses completed at other colleges. 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 and approval of the Curriculum Advisory Committee and the Academic Senate. In all cases an opportunity is provided to instructional departments for annual review of all transfer of credit decisions.

In cases where external coursework is not deemed equivalent to a SBCC course, 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 (IIA.78).

Under the direction of the Dual Enrollment Office, the College has a Tech Prep Articulation Agreement with the South Coast Regional Occupational Program for Computer Accounting (Accounting 110). Upon high school graduation, students with supporting Tech Prep documentation, may petition for SBCC credit. It should be noted that because SBCC has such a robust Dual/Concurrent Enrollment Program, the College has moved away from the old Tech Prep 2+2 Articulation Agreement model.

Transfer of credit to other institutions is facilitated through articulation agreements that are developed and maintained by the College's Articulation Officer in consultation with instructional faculty and four-year institution articulation officers. Articulation agreements between the College and the University of California and California State University systems and campuses are maintained on ASSIST, the intersegmental repository of articulation between California Community Colleges, the UC and CSU. 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 providing counselors with a comprehensive database that 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), serves as the Secretary for Region Six CIAC, is a regular member of the Academic Counseling Center and is a voting faculty 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.

Self-Evaluation

The College meets the standard. The evaluation of expected learning outcomes for incoming courses and in the articulation of the college courses that transfer to four-year institutions are not yet common practices because the majority of institutions have not published student learning outcomes for their courses. Evaluation of transfer courses continues to rely heavily on course of study outlines which may or may not include student learning outcomes.

The scope and breadth of articulation with four-year institutions is extensive in spite of budget cuts in articulation services at four-year institutions which have limited their capacity to participate in articulation review. SBCC has 821 courses approved for transfer to the University of California system and 1,766 courses approved for transfer to the California State University system. In addition, SBCC has 851 major agreements, 386 course-to-course agreements and 18 general education agreements with 10 individual UC campuses; 1,302 major agreements, 1,070 course-to-course agreements and 6 general education agreements with 21 individual CSU campuses; 156 agreements with 26 California private universities and 2 agreements with 2 out-of-state universities. An analysis of course and program articulation agreements with four-year institutions and student transfer interests and historical transfer patterns shows that articulation agreements closely parallel student interest and historical transfer patterns.

In preparation for implementation of a new student information system (SCT Banner) and the resulting capacity to enforce all prerequisites, an evaluation of external transcript evaluation workflow, efficiency and effectiveness was conducted by the Academic Counseling Department, the College's Matriculation Committee and some instructional departments. This review found that external transcripts were being reviewed multiple times, that there was inconsistency in transfer credit advice, that there was a lack of standardized documentation and standard criteria for transfer of credit advice and that the long-standing procedure for evaluation of external coursework for satisfaction of mathematics and English prerequisites was insufficient for the enforcement of all prerequisites. Students frequently reported concerns that they had received conflicting counseling advice relative to the applicability of external coursework which resulted in delays in earning certificates, degrees and transfer eligibility when meeting with different counselors over time. Transcripts were being submitted to multiple offices without centralized tracking or shared access by staff. As a result of this evaluation, the College's first Transcript Analyst was appointed in fall 2005.

Concurrently, a major effort was introduced to codify and systematically document transfer of credit evaluation decisions and recommendations that were being made by counselors during counseling sessions but which had not been systematically documented. These new procedures were fully implemented in 2007-08 in preparation for enforcement of all prerequisites for fall 2008. They are being monitored, reviewed and modified as needed on a monthly basis by a Transcript Evaluation workgroup.

Planning Agenda

In 2009-10, the Dean of Educational Programs who oversees Student Development, Counseling and Matriculation will explore opportunities for more efficient and timely evaluation of external transcripts including the use of DARS, use of Optical Character Recognition technology to convert hardcopy transcripts to data files and participation in the development of emerging electronic transcript exchange systems.

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 may 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 catalog rights and provides individual and group advising to discuss options for completing program requirements. A procedure for approving global substitutions has effectively addressed changes in course requirements eliminating the need for each student to submit a petition in cases where a substitutions cannot accommodate students' needs, the department faculty in consultation with academic course loss, 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 cases

A.6.b

where students are unable to maintain their catalog rights due to a semester or more of absence and in doing so would be significantly disadvantaged by conforming to new requirements, they are permitted to petition the Scholastic Standards Committee for an extension of their original catalog rights (IIA.13).

In cases where programs are being eliminated, sufficient information is provided to adequately inform students who are currently enrolled and counselors work with students to develop an individual educational plan that may include course substitutions, waivers and/or petitions for independent study. Proposals for major program changes require the inclusion of an impact study on currently enrolled students and a plan that 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..

Self-Evaluation

The College meets the standard. In cases where there have been major program revisions, such as in the Hotel Restaurant and Culinary Program, students' needs have been met by respecting catalog rights. In all such cases, students are permitted substitutions and waivers, opportunities for independent study.

Planning Agenda

None.

A.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 Web site. The Catalog is reviewed for updates by faculty and staff each spring and is available through the college bookstore, the library and online. Changes to the catalog reflect Curriculum Advisory Committee actions throughout the year. The Schedule of Classes is available each semester in printed and online versions (IIA.77). The printed version is sent to the homes of community members and is available for purchase 24 hours a day on campus. Additionally, it is distributed within the community at locations such as the public libraries, retailers, and coffee houses. Within the printed schedule and posted in various locations online, students are able to access general college information including policies and procedures. The Academic Policies Committee meets twice a month to review policies and procedures that relate to faculty and students. Recommendations for changes are approved by the Academic Senate and then forwarded to the Board Policies and Administrative Procedures Committee for review and then to the Superintendent/President. Policies are submitted to the Board of Trustees for review and approval. Administrative procedures are discussed with the Board of Trustees in study sessions. The Board of Trustees does not approve administrative procedures. The College also informs the public of student achievement in the annual Institutional Effectiveness Report (IIA.16).

The Continuing Education Division offers classes in four terms per year and publishes a printed and Web Schedule of Classes for each term (IIA.11). In addition to course offerings and locations, the Schedule contains the Mission of the Continuing Education Student Services Program, lists Continuing Education administrators and members of the Continuing Education Advisory Council and describes Continuing Education policies.



Self-Evaluation

The College meets the standard. However, it is aware that improvements to the College Web site are needed. The current Web site is not easily searchable and has not been updated consistently. The College is engaged in a Web site redesign to make information more accessible and searchable. The Director of Marketing has convened a task force to beta test the revised site and suggest improvements. The revised site is scheduled to go live by fall 2009.

The Continuing Education Division has implemented in December 2008 a new registration software and scheduling program - Lumens. A Lumens Task Force was formed and the Lumens Team conducted workshops regarding the different applications for registration and scheduling as they apply to Continuing Education scenarios. Online registration was implemented for the first time for the Winter 2009 Term. The Vice Presidents of Continuing Education and Information Technology are developing a plan for integrating Lumens data with SCT Banner.

Planning Agenda None. In order to assure the academic integrity of the teachinglearning 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.

Descriptive Summary

Board Policy 2520 addresses academic freedom and honesty. It is available on the college Web site as well as in other documents (IIA.79).

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. The College's "Faculty Freedom of Expression Policy" is contained in the New Faculty Handbook (IIA.80).

The "Adherence to Standards" section of the Standards of Student Conduct clarifies and sets forth clear levels of authority and disciplinary protocols in response to academic dishonesty. This information is distributed to students during orientation and is available online and in the College Catalog (IIA.81).

Self-Evaluation

The College meets the standard. Efforts are made each semester through orientations to inform new adjunct faculty of Board policies and relevant administrative procedures. Faculty evaluations confirm that faculty demonstrate professionalism in their classes and diligently enforce the Standards of Student Conduct.

Planning Agenda

None.

A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Board Policy 2520 states that:

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 (IIA.79).

This information is distributed to faculty in the Faculty Handbook (IIA.80). When appropriate, the College sends faculty reminders regarding the need to distinguish between personal conviction and professionally accepted views. For example, during the recent national presidential campaign, the Vice President for Human Resources and Legal Affairs sent an e-mail to all faculty members clarifying this point (IIA.82).

Self-Evaluation

The College meets the standard. Faculty evaluations confirm that faculty are professional and comply with Board policy in this regard.

Planning Agenda

None.

A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Board Policy 3231 details student conduct including academic honesty (IIA.85). The College strives to represent itself clearly, accurately and consistently to its students by providing comprehensive, accurate, timely, and useful information, so that students become responsible members of the college community by obeying the laws of the college community and reading and complying with the published rules and regulations of the College, as outlined in the General Catalog, Schedule of Credit Classes and other official printed material.

A copy of the Standards of Student Conduct (IIA.85) is distributed to all students during orientation and issues of academic honesty are addressed by faculty members in the classroom. Many faculty members include the policy in or with their syllabus. The Policy on Academic Honesty expands upon and clarifies the Adherence to Standards section of the Standards of Student Conduct. The policy clearly delineates responsibilities of both students and faculty in reporting breaches of academic honesty, disciplinary protocols and sanctions for violation. The Dean of Educational Programs who oversees student discipline enforces the policy.

Self-Evaluation

The College meets the standard. 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 faculty have found that providing examples of plagiarism with assignments and using software tools such as TurnItIn, are effective in ensuring academic honesty.

Planning Agenda

None.

A.8

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

SBCC does not require staff, faculty, administrators, or students to conform to specific codes of conduct or seek to instill specific beliefs

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable.

References

References	
IIA.1	Building Communities: Planning the Student Success Initiative
IIA.2	Partnership for Student Success Evaluation Year One
IIA.3	Partnership for Student Success Evaluation Year Two
IIA.4	PDC Brochure
IIA.5	PDC Annual Review 2007-08
IIA.6	Fall and Spring Dual Enrollment 2008-09
IIA.7	SB70 ExploreIT! Grant Proposal
IIA.8	Concurrent Courses: Pathways to College and
	Career Grant Proposal
IIA.9	Middle College: http://www.sbcc.edu/middlecollege
IIA.10	Online College Schedule of Classes: http://online.sbcc.edu/index.
	php?page=courses
IIA.11	Continuing Education Schedule of Classes:
	http://sbcc.augusoft.net/index.cfm?fuseaction=1010
IIA.12	An Afternoon with Dr. Belcher and Dr. Matsuoka
IIA.13	College Mission Statement
IIA.14a	Administrative Procedure 4170A Instructional Program Review
IIA.14b	Administrative Procedure 4170B Faculty-led Student Services
	Program Review
IIA.14c	Administrative Procedure 4170C Operational Program Review
IIA.15	Board Policy 4170 Program Review
IIA.16	Institutional Effectiveness Report 2007-08
IIA.17	Student College Experiences Survey 2008
IIA.18	Continuing Education Pedotti Jail Pilot Program Proposal
IIA.19	Continuing Education Program Review Cycle
IIA.20	Continuing Education Basic Skills Assessment Tools
IIA.21	CIS Department Program Review 2008-09
IIA.22	Mathematics Department Program Review 2008-09
IIA.23	Online College Student Experiences Survey 2008
IIA.24	Moodle http://moodle.org/
IIA.25	FRC Training Schedule http://frc.sbcc.edu/?page_id=18
IIA.26	Substantive Change Proposal April 2009
IIA.27	Directed Learning Activities http://sbcclearningresources.net/dla
IIA.28	Institutional Effectiveness Report 2006-07
IIA.29	Committee on Online Instruction Minutes April 25, 2008
IIA.30	SLO Comprehensive Site http://slo.sbcc.edu

IIA.31	Continuing Education Accreditation/SLO Team Meeting Notes January -July 2008
IIA.32	Continuing Education Proposed SLO Timeline
IIA.33	Continuing Education Faculty Evaluation Working Group
	Minutes, January 8, 2009
IIA.34	Scheinfeld Program for Entrepreneurship and Innovation Brochure
IIA.35	Board Policy 2100 Faculty Evaluation
IIA.36	International Student Support Program http://www.sbcc.edu/
	internationalstudents/
IIA.37	Study Abroad Program http://www.sbcc.edu/studyabroad/
IIA.38	Partnership for Success at SBCC
IIA.39	College Planning Council Minutes May 16, 2006
IIA.40	Board Minutes Study Session May 11, 2006
IIA.41	Curriculum Forms http://frc.sbcc.edu/cac/forms/
IIA.42	SLO Workshop Agenda June 2004
IIA.43	ISLO Workgroup Agenda and Minutes Spring 2007
IIA.44	Academic Senate Minutes, July 18, 2007
IIA.45	Academic Senate Agenda, October 24, 2007
IIA.46	Academic Senate Minutes, October 24, 2007, ISLOs Approved
IIA.47	College Planning Council Minutes, November 20, 2007
IIA.48	Board Regular Meeting Minutes, January 24, 2008
IIA.49	Faculty Professional Development Revisions to FLEX Guidelines
	Fall 2008
IIA.50	Continuing Education Curriculum Oversight Committee
	Membership List and Lead Faculty List
IIA.51	Chronology of the Development and Implementation of SLOs at
	SBCC: 2004-2008
IIA.52	Continuing Education Personal Care Attendant Minutes,
	December 2, 2008 and Health Care Interpreter Advisory
	Committee Minutes, January 22, 2008, March 18, 2008,
	May 20, 2008, December 29, 2008
IIA.53	Continuing Education ESL Mentor Program Guidelines
IIA.54	Committee on Online Instruction http://libraryvm.sbcc.edu/coi/
IIA.55	Continuing Education Student Services/Adult High School
	Working Group Minutes November 4, 2008, December 2, 2008,
	January 6, 2009, March 6, 2009
IIA.56	Learning Styles Assessment http://www.sbcc.edu/learningresources/
	website/Resources/resources.htm
IIA.57	FRC Faculty Workshops: http://www.sbcc.edu/frc/
IIA.58	Faculty Teaching and Learning Seminar Newsletter 2008-09
IIA.59	Faculty Seminars http://4sbccfaculty.sbcc.edu/
IIA.60	Mathematics Department Spring 2008 SLO Workshop
IIA.61	Continuing Education Adult High School/GED/SLO In-service
HA (2	Training Agenda April 19, 2008
IIA.62	Drafting Department Advisory Committee Minutes, May 4, 2007
IIA.63	Automotive Department Perkins Proposal 2008-09
IIA.64	Program Review Reports http://progreviews.sbcc.net (not accessible
11.4 (5	from off campus)
IIA.65	College Plan 2008-11
IIA.66	Continuing Education Curriculum Oversight Committee Minutes 2008-09
IIA.67	ESL Department Norming Guidelines document; English
1111.0/	Department Guidelines
	Department Guidennes



IIA.68	SLO Rubrics http://slo.sbcc.edu/SBCCfaculty.html
IIA.69	Radiology Department SLOs; Radiology Department
	Certification Standards
IIA.70	Course of Record Outlines http://curr.sbcc.net
IIA.71	ISLO Data Report Spring 2008
IIA.72	Diversity Dialogue Flyer 2007-08
IIA.73	Associate Degree Requirements for Biology
IIA.74	Curriculum Guides http://www.perkins4.org/perkins3-4.asp and
	http://www.sbcc.edu/apply/index.php?sec=22
IIA.75	DARS http://www.sbcc.edu/dars/index.php?sec=92
IIA.76	Schedule of Classes Spring 2009
IIA.77	Schedule of Classes Online http://www.sbcc.edu/classes/
	index.php?sec=29
IIA.78	Pre-requisite Requirements http://www.sbcc.edu/prerequisitepolicy/
	index.php?sec=2797
	http://www.sbcc.edu/prerequisitepolicy/index.php?sec=2704
IIA.79	Board Policy 2520 Faculty Freedom of Expression
IIA.80	New Faculty Handbook for Orientation
IIA.81	Board Policy 5231 Standards of Student Conduct
IIA.82	Vice President Human Resources and Legal Affairs E-mail
	October 16, 2008

9.2 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.

B. Student Support Services

Santa Barbara City College (SBCC)'s mission reflects the institution's commitment to recruit and admit "all segments of its diverse community" (IIB.1). In response to the needs of a diverse student population, the College provides open access to a wide range of student support services. The College is committed to enhancing student access to the institutional experience. Access is assured through ongoing, systematic assessment of student support services. This assessment has traditionally included program plans and Program Review. In order to improve the effectiveness of services, each department routinely refines and updates goals, objectives, resource requests and program practices. This routine, quality improvement is based on continuous program assessment and evaluation. In order to refine its Program Review requirements, the College revised its Program Review process in fall 2008, and introduced an online Program Review template. All student support services have followed the new requirements and used the online template in the 2008-09 Program Review cycle. In addition to the SBCC Program Review, the Chancellor's Office Program Review process provides a regular assessment of categorically funded student support services. In 2006, assessment measures expanded beyond traditional program plans and Program Reviews with the introduction of Student Learning Outcomes (SLOs). In fall 2008, all student support service departments incorporated Program SLOs (PSLOs) into their assessment cycle. The two year student support service PSLO cycle includes development of PSLOs, assessment of student learning, analysis of learning outcome data, and planning in order to improve student learning, progress and success.

In response to the needs of a diverse student population, and to enhance student learning, the credit and Continuing Education student support services offer a wide range of services, which are described below. In order to inform the community about each student support services program, the College Web site (IIB.2), the College credit catalog (IIB.3), Continuing Education combined catalog/schedule (IIB.4) and program brochures (IIB.5) contain detailed program information. A general overview of demographic information regarding student diversity is available in the Institutional Effectiveness Report (IIB.6).

In the credit program the following centers, departments and programs serve all students:

- Academic Counseling Center supports students with academic planning and achieving long range goals.
- Admissions and Records Office supports students with application, registration, grade changes, transcripts, petitions and records.
- Articulation and Certification Office supports students in choosing the appropriate courses to transfer to another institution.
- Assessment Center administers the SBCC Math and English placement exams and assists with prerequisite challenge petition reviews.
- Admissions and Outreach Services provides outreach services to high schools and local organizations and provides prospective students with campus tours, pre-admission advising and supports students through the enrollment process.
- **Campus Bookstore** provides students with books and supplies for college classes.
- **Diversity Office** supports students in understanding and appreciating diversity.
- **Career Center** supports students with career counseling, career assessment, job referral and work experience.
- **Cashier's Office** manages trusts, club funds, deferments, student payroll, student enrollment fees and parking fees.
- **Food Services** are available in the cafeteria, snack shops on the east and west campus, a full-service coffee shop and a gourmet dining room.
- Financial Aid Office provides support for students seeking financial assistance through grants, loans and scholarships.
- Health and Wellness Center supports students with health education, illness assessment, first aid, personal counseling and insurance information.
- Housing Referral Office provides current listings of all types of offcampus housing.
- Intercollegiate Sports Program provides students with physical activity opportunities at varying levels of competition.
- Office of Student Life supports student clubs, the Associated Student Senate and co-curricular activities.
- **Orientation Program** provides new students and parents with information about SBCC.
- **Personal Counseling** promotes mental health through counseling, education and referral.
- **Project HOPE, Helping Others through Peer Education**, supports student education regarding alcohol, drugs, HIV/AIDS and other health related issues.

- **Transfer Center** supports students with transfer education, including a Transfer Academy which guides students through guaranteed transfer to one of ten universities which have transfer agreement guarantees with SBCC.
- **Transcript Evaluations Office** provides support for students wishing to transfer credit toward an SBCC degree or certificate.
- Security Office supports students with safety and security services, including emergency response and a crime prevention program.



In the credit program a wide variety of departments support special student populations through focused outreach, orientation, counseling, advising, tutoring and other population specific services. These services include the following:

- California Work Opportunity and Responsibility to Children (CalWORKs) program supports students moving from welfare to work.
- California Student Opportunity and Access Program (CalSOAP) supports students who are low income and first in their family to attend college from area schools.
- **College Achievement Program (CAP)** provides educational tutoring and advising for underprepared students.
- **Cooperative Agencies Resources for Education (CARE)** program provides child care and educational support for single parents.
- **Disabled Student Programs and Services (DSPS)** department provides educational support and accommodations for students with disabilities.
- **Dual Enrollment Program** supports high school students who are concurrently enrolled in high school and the College.
- Extended Opportunity Programs and Services (EOPS) department provides financial and educational support for low income and educationally disadvantaged students.
- Honors and Phi Theta Kappa Programs support academic achievement.
- International Student Support Program (ISSP) provides services for students from countries throughout the world.

- Matriculation Follow-Up and Student Success Program provides an Internet-based early alert system and a program of intervention for students who are placed on probation or disqualification, who are experiencing academic or personal difficulty or who are undecided or undeclared.
- Mathematics, Engineering, Science, Achievement (MESA) program is designed to encourage under-represented and educationally disadvantaged community college students to excel in math, engineering and science, so they can transfer to four-year institutions as majors in these fields.
- Re-entry Program serves students 25 years old and above.
- **Summer Bridge Programs** serve new students including re-entry, lowincome single parents, at risk local high school seniors and recently released inmates or those on probation or parole.
- **Transfer Achievement Program (TAP)** supports underrepresented, first generation to college students in transfer to a four year college or university.
- Veterans Affairs Office provides advising and student support to veterans and dependents of veterans of all wars.

The majority of these varied student support services in the credit program are organized under one integrated Educational Programs division. The College implemented this organizational structure in 1999 to enhance a supportive learning environment. This is an administrative structure that incorporates instruction, instructional support and student support services reporting to the Executive Vice President, Educational Programs. The resulting cross-functional structure of discussions assures that the culture has incorporated the importance of student support for access, progress, learning and success. The credit Educational Programs Organizational Chart provides a graphical representation of this structure (IIB.7). This integration of student support services and instruction in the Educational Programs Division is intended to increase collaboration and educational effectiveness. Student support services and instructional support programs are committed to cross-functional collaboration and integration of student support services with instruction and instructional support services. Cross-functional discussions and learning communities such as the Gateway program, matriculation or the Partnership for Student Success program facilitate a link between the classroom and student support services, in order to improve the effectiveness of programs and student learning. Some deans are responsible for both instructional and service departments. Those who are not are engaged in discussions in Deans' Council regarding the integration of student support services and instruction. Examples of committees and groups where such cross-functional discussions take place are the Enrollment Management Committee, Matriculation Committee, Deans' Council, Outreach and Recruitment Committee, and Basic Skills Initiative.
Continuing Education student services primarily support students in Continuing Education programs such as English as a Second Language (ESL), Adult High School (AHS), Adult Basic Education (ABE), GED, Bilingual GED, and shortterm vocational training. The following are examples of these Continuing Education student support services.

- Admission services assist students seeking to enter Continuing Education courses.
- Advising and Counseling services are available for prospective and enrolled Continuing Education students.
- Assessment services determine placement level for Continuing Education ESL students, both before and during the term.
- Assistance to Transition to the Credit Campus is offered in partnership with credit campus Admissions, Assessment, and Counseling offices to facilitate the transition of Continuing Education students from Continuing Education courses to credit courses.
- **Financial Aid Advising** is available for Continuing Education students to identify funding sources that support college attendance.
- **Follow-up** services such as supportive phone calls, e-mails, or letters serve as early alert mechanisms to assist the students to continue in their chosen programs and achieve their educational goal.
- **Orientation** services are provided before and during the term for all students taking Adult High School, ESL, and vocational courses.
- **Outreach and Recruitment** services promote Continuing Education programs, targeting at-risk, nontraditional students who might benefit from Continuing Education courses.
- **Pedotti Jail Program** provides academic advising and follow up to inmates in the Santa Barbara County Jail.
- **Transcript Evaluation** services provide evaluation of transcripts for students enrolling in the Adult High School program.

The Continuing Education organizational chart (IIB.8) presents the structure of Continuing Education student support services under the leadership of the Vice President for Continuing Education. Support services became available to Continuing Education students in 1998 under the umbrella of the "Step Towards Education and Employment Program" (STEP). As the STEP program has further developed, the nomenclature of STEP has transitioned to "Student Support Services" to reflect the broader definition and scope of offerings. This change in name reflects additional and enhanced Continuing Education services available to Continuing Education students since 2007 (IIB.9), listed on the College Web site (IIB.2), in the Continuing Education class schedule (IIB.4) and in the Continuing Education student services brochure (IIB.10). These additional and enhanced services include ESL assessment, ESL orientation, Pedotti Jail Program (IIB.11), admissions assistance, follow-up and outreach services. Continuing Education collaboration with credit services has increased through committee membership. The Continuing Education student support service programs are represented on several committees such as the Outreach and Recruitment

Committee, the Enrollment Management Committee, the Basic Skills Initiative, and the credit Matriculation Committee. Services are offered bilingually, in English and Spanish. Continuing Education has two student service offices, one at the Wake Center in the Goleta area and the other at the Schott Center in Santa Barbara.



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

In order to assure that the wide range of credit and Continuing Education student services sustain continuous, quality improvement and support student learning, student support service departments are engaged in two key processes: the Program Review cycle and the Program Student Learning Outcome (PSLO) cycle. These two processes provide the vehicle for decisions about how student access, progress, learning and success are consistently supported. PSLOs and Program Reviews require research and evaluation which assure effective, quality program planning. The goal is for quality improvement of services that support student learning and enhance achievement of the College mission to serve "all segments of its diverse community." The process for research, evaluation and continuous quality improvement is described in IIB.3 later in this document.

PSLOs, Program Reviews, research and planning are processes that assure quality services, not only for the diverse student population served face-to-face, but also for the growing population of students who take classes online or in study abroad programs. In order to enhance the mission of the institution to serve a diverse population, student support services meet the needs of students regardless of location or means of service delivery. The growth of online student support services has significantly increased since the last self-study. PSLOs and Program Reviews assure continuous quality improvement not only for local outreach services but also for outreach to prospective students around the nation and internationally. The provision of services regardless of location or means of delivery is discussed in IIB.3a later in this document. To assure the quality of student support services, each of the departments in student support services participates in the Program Review cycle. In order to improve the effectiveness of services, each department routinely refines program goals, objectives, resource requests and program practices. This routine quality improvement is based on continuous assessment and evaluation. In order to refine its Program Review requirements, the College revised its Program Review processes in fall 2008, and introduced an online Program Review template. All student support services are following the new requirements and using the online template in the current Program Review cycle (IIB.12).

The Program Review process provides a vehicle for student support services to document the challenge of enrollment growth at a time of limited resources. There is a steady growth of online students requesting services. Special populations have experienced significant growth such as students on academic probation or disgualification, underrepresented low income students, international students and disabled students. Enrollment growth has added additional workload to already limited resources. New technologies such as Pipeline, DARS, online registration, the credit SCT Banner student information system or the Continuing Education Lumens system have changed the nature and flow of student services but have not decreased the amount of student demand for support services. The Program Review process provides a vehicle for planning for adequate staff, equipment, facilities, institutional research, technology, marketing and outreach, and other supplies commensurate with changing student demographics and student needs. In addition, student support services also utilize the College Plan process to present long-term strategies to provide proposed solutions such as additional on-campus space for growing student support programs or alternative service delivery methods which involve use of off-campus space, telecommuting and new technologies.

To assure all College student services support student learning, all College credit and Continuing Education student support service programs have participated in the development of PSLOs (IIB.13), and Institutional SLOs (IIB.14). Since 2006, SBCC student services departments have engaged in a comprehensive, collegewide process to develop PSLOs and PSLO assessment as a means of determining student learning as a result of participating in SBCC's educational support programs and services. PSLO development is one example of the increasing collaboration between credit and Continuing Education student support services. The PSLO development process began with a Student Services PSLO team which included representatives from ten service departments. Currently, representatives from student support services serve on the student support services PSLO steering committee which meets biweekly. Once a semester, representatives from all student support services meet for a PSLO progress and update. Student support service representatives participate on a SBCC SLO coordination group which supports overall direction of the College SLO project at weekly meetings. Representatives from Student Services were active participants in the 2007 summer meetings to develop the SBCC Institutional SLOs. Throughout 2007-08 all student service directors, managers and department chairs met in small groups with SBCC SLO coordinators. Student support faculty participated in all academic SLO and ISLO discussions. Student service faculty and managers have participated in SLO presentations on faculty in-service days. All student service departments engage in ongoing and robust PSLO dialogue in numerous department meetings, division meetings and with advisory committees.

In fall 2008 each student support service program began the first PSLO cycle. The components of the PSLO implementation cycle include identification of PSLOs, mapping SLOs to ISLOs, reporting data on PSLO achievement, analyzing the PSLO data, making program changes to improve student learning and assessing the effects of the program changes on PSLOs. The College SLO coordination group is collaborating with the eLumen company to develop a student service component which will capture student support services PSLO assessment data and map program PSLOs to ISLOs.

Program Reviews and program plans have traditionally provided a process for evaluating each student support service department's success in providing services. However, when the College began discussing and developing SLOs in 2006, student support services expanded their assessment paradigm. Through PSLO discussions, student service employees realized they had a role in teaching specific skills to students. They realized they could offer much more than a menu of service provision. This discussion of PSLOs prompted a redesign of how each department delivers services and a redesign of processes or materials. For example, student service departments designed new forms that provide a teaching tool for student communication skills. Student service departments redesigned orientations to teach students how to identify and use resources. With the introduction of PSLOs, the paradigm moved away from service delivery interactions that were program-centered to student-centered interactions where student learning is the goal. The new assessment paradigm embraces not only Program Reviews as a method of evaluating the program as a whole, but also PSLOs as a method of evaluating students' learning as a result of program participation.

Self-Evaluation

The College meets the standard. The College assures the quality of student support services through systematic research and assessment, proactive modifications of existing services, and the addition of new credit and Continuing Education programs. Achieving this standard is further validated by the comprehensive student services Categorical Programs Self-Evaluation completed in fall 2007 (IIB.15) and a Student Services Program Review and Technical Assistance Site Visit conducted in spring 2008 by a panel of peers from other colleges (IIB.16). The categorical Program Review site visit report for Non-credit Matriculation, Credit Matriculation, EOPS, DSPS, CARE and CalWORKs, highlighted three key areas of success.

- 1. Student support services emphasize student success and the continuing effort to assist students at the level of their need.
- 2. Student support services are comprehensive.
- 3. The quality staff in student support services serves the diverse student body with kindness, care, dignity and respect, in accordance with the College's stated tenets.

In addition the report referenced "a philosophy that encourages frequent evaluation and revision." The report referenced the Continuing Education student services matriculation program stating "it can be considered an exemplary program."

	All credit and Continuing Education categorically-funded student support service departments have written a response to the recommendations in the site visit report (IIB.17) and the College is in the process of implementing changes for program improvement in the areas of data collection, PSLOs and Program Review and facilities access.
	Student support services have begun their first PSLO cycle. Programs have identified PSLOs and began collecting student learning outcomes data in December 2008. Student support services, in cooperation with the eLumen company, are developing a customized student support service PSLO data collection and reporting tool.
	All credit and Continuing Education student support services are participating in a refined Program Review process. By the end of the current Program Review cycle, all student support service departments have completed Program reviews that reflect the revised Program Review procedures.
	Student support services have a tradition of routine qualitative research and have new data collection tools such as SCT Banner in credit or Lumens in Continuing Education to expand opportunities for quantitative research. In order for student support services to maintain sustainable continuous quality improvement, student support services need effective, timely and autonomous access to data extraction and reporting in order to evaluate the data they collect.
	Planning Agenda Beginning in 2009-10, the Information Technology and the Institutional Assessment, Research and Planning departments will expand options for timely and accurate data extraction and reporting tools available to credit and Continuing Education student support service departments.
B.2	The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
B.2.a	General Information
	• Official Name, Addresses, Telephone Numbers, and Web site 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

Descriptive Summary

The College has two catalogs, one for credit and one for Continuing Education. The credit catalog (IIB.3) is updated annually. A variety of student service faculty and staff participate in the annual update. The SBCC credit catalog was restructured in 2004 using a new template with new categories in order to make it easier to use. The 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 catalog electronically. The credit catalog is published annually in hard copy and is available on the SBCC Web site and other online catalog retrieval systems such as CollegeSource (IIB.18). A hard copy of the College catalog may be purchased from the SBCC Bookstore. The catalog is distributed campus-wide by the Marketing department 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 on request.

The 2008-09 College credit catalog lists general information on the following pages:

- Official Name, Addresses, Telephone Numbers, and Web site Address of the Institution: page 3
- Educational Mission: page 14
- Course, Program, and Degree Offerings: pages 75-101
- Academic Calendar and Program Length: pages 6-7
- Academic Freedom Statement: pages 47-52
- Available Student Financial Aid: pages 29-32
- Available Learning Resources: pages 36-46
- Names and Degrees of Administrators and Faculty: pages 512-525
- Names of Governing Board Members: page 8

The College credit program produces three class schedules a year: summer, fall and spring. The schedules are available online and for sale in the College bookstore, cashier's office and vending machines on campus. They are also mailed to every residence in the greater Santa Barbara area and widely distributed to many community locations. Schedules are also distributed to all staff on all College campuses.

Continuing Education produces a combined printed and online catalog/schedule (IIB.4) four times a year. Prior to the publication of the schedule, there are several rounds of proofing, where drafts are distributed to the program directors, in order to confirm accuracy and completeness. The catalog/schedule can also be accessed on the College Web site. They are mailed to every resident in the greater Santa Barbara area. The printed catalog/schedules can be picked up at the two Continuing Education campuses, and 48,000 copies are distributed quarterly through the local newspaper and are also available at 137 locations in the community.

The Continuing Education winter 2009 catalog/schedule lists general information on the following pages:

- Official Name, Addresses, Telephone Numbers, and Web site Address of the Institution: page 3
- Educational Mission: page 3
- Course, Program, and Degree Offerings: pages 16-76
- Academic Calendar and Program Length: page 4
- Academic Freedom Statement: page 77
- Available Student Financial Aid: page 78
- Available Learning Resources: pages 16, 27, 39, 72, 73, and 74
- Names and Degrees of Administrators and Faculty: pages 76
- Names of Governing Board Members: page 76

Persons with disabilities wishing to acquire alternate text or formats of the credit or Continuing Education schedule or catalog may contact the Disabled Student Programs and Services office (DSPS). This standard procedure for accommodations for disabilities is posted in the catalog, in the schedule of classes, on the Web site and faculty post it on their syllabus statements (IIB.19). Screen readers are available in all labs to read policies on the Web. The DSPS assistive technology lab provides instruction in the use of screen readers.

Self-Evaluation

The College meets the standard. The SBCC catalogs for the credit and Continuing Education programs, both in print and online, are accessible community wide. They provide all general information as requested in B.2.a. on a routine basis.

Planning Agenda

None.

B.2.b

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Descriptive Summary

The College includes requirements in the College credit catalog, the credit schedule of classes and the College Web site. General and program-specific admissions requirements and procedures are posted to the College Web site under Steps to Enrollment as are alternative and supplemental admissions requirements appropriate to special populations such as international students. In the credit Catalog 2008-09 these requirements appear on the following pages:

- Admissions: pages 19-22
- Student Fees and Other Financial Obligations: pages 28-28
- Degree, Certificates, Graduation and Transfer: pages 74-511

Continuing Education publishes requirements regarding admissions, student fees and programs on the following pages of the Continuing Education catalog/ schedule winter 2009:

- Admissions: pages 5-15, 39-40, and 77-78
- Student Fees and Other Financial Obligations: pages 77-78
- Degree, Certificates, Graduation and Transfer: pages 16-74

Special Continuing Education program based procedures for students enrolling in Adult Basic Education, Adult High School, GED, Bilingual GED, and ESL are listed both in the Continuing Education printed and online catalog/schedule.

Self-Evaluation

The College meets the standard. The SBCC catalogs for the credit and Continuing Education programs, both in print and online, are accessible community wide. They provide all requirements as requested in B.2.b. on a routine basis.

Planning Agenda

None.

B.2.c Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Descriptive Summary

Major SBCC policies apply not only to credit students but also to Continuing Education students. Information about major policies affecting students appears in the printed credit Catalog, in the credit schedule of classes and also on the College Web site. In the credit Catalog 2008-09 this information is listed in the following pages:

- Academic regulations: pages 47-73
- The Academic Honesty policy: page 53
- The Non-Discrimination policy: page 49
- The Acceptance of Transfer Credits Policy: page 72

- The Grievance and Complaint Policy: page 49
- The Sexual Harassment Policy: page 49
- The Refund of Fees Policy: page 28

Information about major policies is also published in the Continuing Education catalog/schedule of classes. In the Continuing Education catalog/schedule of classes winter 2009 this information is listed on the following pages.

- Academic regulations: page 77
- The Non-Discrimination policy: page 77
- The Grievance and Complaint Policy: page 78
- The Sexual Harassment Policy: page 77
- The Refund of Fees Policy: page 78

Self-Evaluation

The College meets the standard.

Planning Agenda

None.

B.2.d Locations or publications where other policies may be found

Descriptive Summary

Other College policies that apply to students in credit and Continuing Education programs such as the parking policy (IIB.20) or smoke-free workplace policy (IIB.21) are posted in the credit Catalog and the Continuing Education catalog/ schedule or on the College Web site. Selected policies that apply to students in the credit program such as progress probation and progress dismissal are posted in the credit Catalog and schedule of classes and on the College Web site. Selected policies are printed in the SBCC Planner distributed by EOPS (IIB.22). Several policies are referenced during parent and student orientations.

In order to address on a regular and ongoing basis the full spectrum of Board policies and administrative procedures to be reviewed, updated and posted, in fall 2008, the Superintendent/President established the Board Policy and Administrative Procedures Committee (BPAP). The charge of this committee is to develop an approach and schedule for regular review of existing Board policies and administrative procedures, updating them as needed, posting the updates and recommending new ones in response to changes in relevant laws, regulations and pertinent standards. This committee started meeting in February 2009.

Self-Evaluation

The College meets the standard. The College provides two comprehensive catalogs, Continuing Education and credit, schedule of classes and other publications with policies published in full or summarized.

In order to provide a sustainable, continuous quality process for policy review and update, the Superintendent/President established the Board Policy and Administrative Procedures Committee. Although the College has agreed to use the model template provided by the Community College League of California (CCLC), many of the current policies are still in the old format and they are mixing policy and procedure within the umbrella of policies. The transition to CCLC format and the separation of policy from procedure is not completed.

Planning Agenda

By Spring 2012, the Board Policies and Administrative Procedures Committee will complete the process of reviewing all existing Board policies and administrative procedures, separate policies from procedures as appropriate, revoke obsolete policies and procedures, format and number all existing policies according to CCLC guidelines, and post all current policies and procedures to one location on the College Web site. All electronic access to College policies will be derived from a common source and multiple versions will be eliminated.



B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Both credit and Continuing Education student services divisions are engaged in routine research to identify the learning support needs of the student population, assure the quality of the services provided and assure equitable access to all of its students. The results of this research are applied to the three College processes that assure sustainable, continuous quality improvement: the Program Review cycle, the PSLO cycle and College plans. The research for these three processes includes both quantitative and qualitative measures.

Student support services routinely conduct quantitative research which involves the collection, reporting and analysis of data. Data collection in student support service departments takes place primarily via the College credit portal, Pipeline, and the Continuing Education information system, Lumens. There are many other data collection applications such as SCT Banner System, Student Accountability Record System (SARS) or eLumen. Student service departments also utilize online surveys such as Survey Monkey or data from manual student surveys is entered into applications such as Excel.

Once the data is collected, student support services use programming support to extract data into reports, utilizing tools such as Argos. Most student support service research reports are developed by the Information Technology department or the Institutional Assessment, Research and Planning department. Examples of SBCC research reports used for continuous quality improvement in student support services include the Management Information System (MIS) Chancellor's Office data elements, student service utilization, student demographics, student persistence and retention, certificate and degree completion rates, assessment results of math, English and ESL placement, or transfer goals.

Credit and Continuing Education student support services are actively engaged in the analysis of these reports. The staff and faculty in these departments participate in ongoing, robust professional dialogue in order to determine emerging trends and make improvements in service delivery. These dialogues take place in routine department and division meetings, in consultation with professionals and experts, in academic senate and College wide committees, at professional conferences and workshops, and in regional or state Community College meetings,

Student support services also analyze data sources from outside the College such as the Accountability Reporting for the Community Colleges (ARCC), the California Postsecondary Education Commission (CPEC), UCSB Economic Forecast, the U.S. Census, National Student Clearinghouse (NSC), Federal Government's Perkins Act performance data, or the Chancellor's Office for California Community Colleges.

Qualitative research supplements the collection, reporting and analysis of raw data. Qualitative research protocols include student questionnaires, student interviews, and student self-assessment. Literature reviews and faculty and staff professional exchanges also assist in informing and enhancing program planning and development. SBCC qualitative research and quality improvement is integral to student support services planning such as the Enrollment Management Plan, Matriculation Plan, Transfer Plan or individual student support service department plans.

Qualitative research takes place through the College consultation process in order to assure programs meet student needs. Ongoing professional collaboration and dialogue takes place in meetings in departments, divisions, with administration and in cooperation with state and national experts. The consultation process is a method to assure compliance with regulations and conformity to professional and legislated standards such as Title 5 of the California Education Code, state and federal laws and guidelines that apply to Financial Aid, Standards of Practice for California Community Colleges Counseling Programs, California Community Colleges Chancellor's Office regulations and standards for categorical programs such as CARE, CalWORKs, DSPS, EOPS and Matriculation, the Americans with Disabilities Act, sections 504 and 508 of the Rehabilitation Act, U.S. immigration law, or Title 8 of the code of Federal Regulations and other regulations pertaining to international students. Research to determine the diverse needs in our community takes place in dialogue and meetings with local government and non-profit agencies who serve special populations. Student support service representatives meet regularly with representatives of community agencies and organizations. Examples are counseling staff meetings with Veterans Administration counselors, CalWORKS meetings with the Department of Social Services, DSPS meetings with Department of Rehabilitation counselors or Continuing Education student service staff meetings with Santa Barbara County Jail staff.

Quantitative research to determine student needs includes the college-wide Student College Experiences Survey (IIB.23). This survey is conducted every three years in the credit program and was conducted for the first time in Continuing Education in spring 2009. The survey assesses many student characteristics and attributes such as the reason for attending SBCC, commuting distance, sources of income for college expenses, access to technology, satisfaction with various college services, levels of involvement in class, extracurricular activities, perceptions of the college environment and obstacles in achieving student educational goals.

Student needs for support services are also self-assessed during counseling and advising sessions and are recorded in various ways such as referral notations on Individual Student Educational Plans, referral codes tracked on SARS Grid and SARS Trak systems or counseling/advising notes. Another example of opportunity for self-assessment of support needs is the student petition process. In addition, opportunity for student self-assessment of support needs is in the classroom. This self-evaluation process is built into the curricula and methodology of Personal Development classes, such as PD 100 Strategies for College Success, in order for students to determine their needs for services and demonstrate whether or not the institution is meeting these needs.

Each student support service department is engaged in mixed-methods research to assess student needs at the program level, to assure equitable access to all of its students and to improve the quality of service delivery. Each department is engaged in department specific assessment. DSPS provides learning disabilities assessment, comprising extensive psycho-educational testing analyzing student academic strengths, limitations and needs for support services. The Health and Wellness office conducted the American College Health Association National College Health Assessment (NCHA) in 2003 and 2008 in order to provide information on current profile of health trends and student health behaviors, including sexual activities and use of alcohol or drugs. The Career Center provides assessment such as the Myers Briggs Type Indicator and the Strong Interest Inventory to help students measure values and skills and plan career objectives and need for support services. The Athletic department, CalWORKs, EOPS and ISSP departments use an early alert system each semester to determine the need for student support services.

The College researches and identifies the learning support needs of a diverse local and global population of SBCC students who present a range of skills and backgrounds. Student support services strive to balance the responsibility to the College mission of admitting a diverse population with the responsibility to ensuring that all admitted students are able to benefit from its programs and improve learning. In order to provide appropriate services and address the needs of its diverse student population, the College provides a comprehensive assessment program in English, math, English as a Second Language, Career Assessment and a student needs assessment. The Assessment Center serves as the test site for Ability-to-Benefit exams required of students who do not have a high school diploma or equivalency and who wish to receive Federal Financial Aid. Learning disabilities assessment in the DSPS department offers extensive psycho-educational assessment. In addition, as presented in the Continuing Education (IIB.24) and credit matriculation plans (IIB.25), the College provides pre-application, pre-enrollment and post-enrollment orientation and counseling services to identify support needs and to introduce students to resources to address these needs. Departments serving special populations, such as ISSP, EOPS, DSPS, CARE and CalWORKs provide pre-enrollment counseling, advising, orientation, assessment and resource referral. Online counseling services are provided to assist with determining ability to benefit for those students who are outside the College location or those who prefer online access. All students have access to course prerequisites, co-requisites and skills advisories in print and on the College Web site to assist students in determining their readiness, ability to benefit and learning support needs.

Self-Evaluation

The College meets the standard. The College utilizes a variety of research and assessment to identify student support needs and provide student support services. Student support services have a tradition of routine qualitative research and have new data collection tools such as SCT Banner in credit or Lumens in Continuing Education to expand opportunities for quantitative research. The results of this research are applied to the three College processes that ensure sustainable, continuous quality improvement: the Program Review cycle, the PSLO cycle and College plans. In order for student support services to sustain continuous quality improvement in their research, student support services need effective, timely and autonomous access to data extraction and reporting in order to evaluate the data they collect.

Planning Agenda

See planning agenda under B.1.

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

SBCC is committed to providing access to student support programs for students who are enrolled in online instruction or are participating in study abroad programs in addition to the students who take classes face-to-face. Outreach programs provide services to prospective students who reside locally, nationally and internationally. Since the last self study, SBCC has made considerable strides in ensuring equitable access to student services regardless of location or means of instructional delivery. There is 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. While the College currently only has two instructional programs which are completely offered online, Health Information Technology (HIT) and Cancer Information Management (CIM), there are many hybrid programs that combine in-person and online instruction.

B.3.a

The College has made considerable efforts to address the support service needs of SBCC students in these classes. Students can access online application, registration, information, orientation and advising through the College Web site and the student portal, Pipeline. These online services have also greatly enhanced the ability of the College to address the needs of students who are studying abroad. Students enrolled in solely online programs such as HIT or CIM or participating in study abroad programs have access to the services of web-based, self-help materials such as the Degree Audit Reporting System (DARS), fully online financial aid services, e-mail accounts and online academic counseling services such as the "askme" site. These sites are frequently used in combination with telephone contact.

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 Continuing Education programs. The locations, phone numbers and hours of operation of student services are listed along with e-mail and Web contact information on the College Web site (IIB.2), in the College credit catalog (IIB.3), Continuing Education catalog (IIB.4) and in department brochures (IIB.5). Students may choose traditional phone or face-toface meetings in program center offices, fax, e-mail or self-help, interactive online resources and services provided through Pipeline and the College's Web site. Counselors are trained in online counseling, offering a wide range of specialist advising services and outreach activities to inform students regarding their service options. In addition to academic counseling, career counseling, and personal counseling for all students, the special populations departments listed in the IIB introduction view equitable access as a visible priority. Since the last self study, the College has fine-tuned focused and specialized counseling and advising to students regardless of service location or delivery method.

The guarantee of equitable access to credit and Continuing Education programs for students with disabilities has always been a high priority for SBCC. The College has a standardized process for requesting and receiving academic accommodations for disability through the DSPS office. These requests are made regardless of location. Students with disabilities who are taking courses face-to-face, online, or abroad are provided with accommodations and services so they have equal opportunity and access to learning. The process is posted in the schedule of classes, catalog, on the College Web site and faculty post the process in their course syllabus (IIB.19). SBCC is also committed to maintaining our existing paths of travel, buildings, interiors, online instruction and college Web pages in compliance with federal and state laws and regulations. Examples of efforts to improve facilities access include the passage of Measure V, a bond measure which included an allocation for physical access for persons with disabilities. Another example is the College choice of the SBCC Garvin Theatre renovation architect, who was an author for the Americans with Disabilities Act (ADA) Access Guidelines. In 2007, the College completed a Civil Rights Review of access to facilities and programs (IIB.26). SBCC hired a consulting firm, Access Unlimited, to complete an ADA facilities self-evaluation which is currently in process. This will update the earlier 1993 facilities self-evaluation (IIB.27). In addition the College has included a goal in the College Plan 2008-11 (IIB.28) to complete an ADA Transition Plan which will set priorities and timelines for creating access to all campus facilities. This Transition plan will provide guidelines for the expenditure of the Measure V Bond allocation for ADA barrier removal. The College has developed 508 guidelines for purchasing and access to

technology (IIB.29). SBCC is also in the process of improving access to all online and distance learning and information systems for persons with disabilities. The College Webmaster has attended Web access training to help assure the new College Web site will be accessible for persons with disabilities.

Credit and Continuing Education student support services assure equitable access for all enrolled students. Prospective and enrolled students have the opportunity to assess their needs for services through the matriculation process. In the credit and Continuing Education programs this includes assessment, orientation, and academic counseling and advising. The Enrollment Management Committee includes both credit and Continuing Education strategies in the college-wide Enrollment Management Plan 2009-11 (IIB.30). Continuing Education outreach services include developing and implementing recruitment plans and coordinating post-admissions presentations and tours to the credit division for Adult High School, GED and ESL students. In addition, marketing activities include flyers, posters, brochures, information packets and banners. Continuing Education and credit outreach and recruitment activities target non-traditional, at-risk students. The outreach program includes advertisement in Spanish and English, local TV and radio stations and participation in community events. Bilingual counselors provide services in Spanish and English. At the end of each academic year, a complete list of the activities conducted is provided (IIB.31).

Continuing Education strives for equitable access by offering student services at its two campuses, the Schott Center and the Wake Center, and also in the Santa Barbara County Jail. Students can see a counselor or a student program advisor in person in all three locations or choose to receive assistance over the phone or through e-mail. Continuing Education student support services have enhanced student access and success at the Santa Barbara County Jail. Through a private donation, the Hellen Pedotti Jail pilot project (IIB.11) was developed and launched in fall 2007 to provide inmates with basic skills and ESL instruction. Continuing Education student support services provide the academic advising component at the jail, and has served as a bridge to connect the inmates to the SBCC credit Transitions program upon their release.

To assure equitable access to Continuing Education student support services, in December 2008 SBCC launched a new online application and registration system, Lumens, for all Continuing Education students. Prior to December 2008, Continuing Education students registered directly in class by filling out a registration form. Students may use assistance from Continuing Education student support services with the online application and registration process. An alternative paper application and registration process is available for those students unable to register online.

Self-Evaluation

The College meets the standard. The College provides access to student support services regardless of location through 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 will use the vehicles of Program Review and College planning to identify technology needs such as enhanced online services including the need for a fully online educational plan system or tools to provide more effective online, synchronous advising.



As reflected in the Outreach and Recruitment Annual List of Activities (IIB.31), the College assures equitable access by recruiting and admitting a diverse population of students. This is consistent with the College's mission of providing a variety of ways for students to access outstanding and affordable higher education programs. Equitable access is assured to programs that foster lifelong learning and provide the ability to earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills students need to advance in their careers. As demonstrated in the Student Profiles Fall 2004-2008 (IIB.32), the College admits students representing a wide diversity of educational goals, interests, educational preparation, educational background, ethnicity, citizenship, age and gender.

In the credit program, examples of increased access in response to student needs include the hiring of a full-time orientation coordinator in 2007 to address the special needs of both local and out-of-area students and their parents as well as the orientation needs of students after they have experienced a few weeks or semester of college life. Another example of improved access is the hiring of a full-time credit matriculation student follow-up/student success counselor in fall 2007 to address the increasing number and percentage of students placed on academic and/or progress probation and disqualification.

Continuous quality improvement of access is possible through planning mechanisms to identify resource needs. Program Reviews provide a vehicle to plan staff, equipment, facilities, institutional research, technical training, marketing and outreach and other supplies and materials that will improve access. Another vehicle to plan for resource needs to improve access is the Enrollment Management Plan 2009-11 (IIB.30).

The College has traditionally given high priority to access for persons with disabilities. In the College plan 2008-11, SBCC has acknowledged the need for a College Transition Plan for facilities access as required by the ADA. In addition, the College has funded a facilities self-evaluation which will identify barriers to facilities access. Access to College facilities is a high priority for populations of students with balance, mobility, hearing or low vision challenges. These populations are promoting universal designs so all persons can move together on the same path of travel and individuals can access all our buildings and facilities independently.

Planning Agenda None.

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

The Office of Student Life, in partnership with many other student support services, encourages personal and civic responsibility in the credit program. The Office of Student Life supports co-curricular experiences and student participation in institutional governance through activities such as the Associated Students, student membership on College committees, open student campaigning and elections, student clubs or student organizations.

The Office of Student Life ensures the Associated Students actively represents the interests of students to the all College constituencies and also participates in the state student senate. This student experience encourages civic and personal responsibility. The Student Senate is regularly asked to review proposed College policies and is represented by a student trustee at College Board meetings.

In spring 2009 the Office of Student Life listed thirty-four active chartered student clubs (IIB.33). There are many examples of how these clubs fulfill the requirements of this standard. For example, the Students for Sustainability Club promotes personal responsibility for the environment. This has become an increasingly popular and important educational agenda for the College. Students have been encouraged to lead the agenda with activities such as signs in the cafeteria which increase student awareness of biodegradable products, designated smoking areas, encouragement to use public transportation or non-fossil fuel transportation such as bikes and walking. Another example is the Political Science Club which encourages civic responsibility or the Philosophy Club which encourages intellectual and personal student development. Project HOPE, Helping Others through Peer Education, is a student club that strives to educate the SBCC student community and other youth communities in Santa Barbara about personal and civic responsibility for health issues.

The Office of Student Life also promotes organizations that encourage volunteerism and service to the community. Student organizations such as Phi Theta Kappa have a community service requirement. The Red Cross student organization engages students in providing volunteer emergency services. The Student Senate sponsors a monthly McKinley school student of the month lunch, where they host a student from each grade level and take them on a tour of the College, encouraging them to come to College after high school.

The Office of Student Life provides a diverse and comprehensive schedule of activities that is posted to the College Events Calendar (IIB.34) on the College Web site, on Pipeline and on bulletin boards around campus. These activities support personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Examples of these activities include blood drives, Constitution Day, voter registration drives, food drives, student participation in the United Way and exposure to diverse political perspectives or religious beliefs through on-campus tabling by community organizations.

Other student support service departments partner with the Office of Student Life in encouraging these student responsibilities and personal development. For example, the Career Center hosts an annual volunteer day where students have the opportunity to meet with nonprofit and public service agencies and sign up for volunteer service. The EOPS and CARE programs coordinate a Thanksgiving dinner giveaway program. The Health and Wellness Center teaches personal responsibility for individual and public health. The DSPS department teaches responsibility for civil rights regarding disability under the ADA and other federal non-discrimination regulations.

The College encourages intellectual, aesthetic and personal development for all of its students by providing a rich array of extra-curricular college programs such as drama, music, art exhibitions, intercollegiate sporting events, international students' soccer games and guest speaker programs through the Office of Campus Diversity. All students, when paying their tuition, have the option to pay a modest student activities fee which entitles the student to free admission to the plays offered each semester by the College's theatre department, concerts on and off campus offered by the music department, home football, basketball, soccer and volley ball games. Students also have access to the Atkinson Gallery, SBCC's showcase for the visual arts, which hosts six exhibitions of contemporary art each academic year, featuring a wide range of styles and mediums of international and national artists as well as artists of the region. All events are marketed to students through the SBCC Web site, announcements in classes, flyers around campus and on a large scrolling marquis overlooking the campus center.

The College also hosts a number of special recognition events, in celebration of student achievement, for students, family members, community members and representatives from business and nonprofit organizations. One of the most notable events, highlighting the value of philanthropy, is the annual scholarship reception. Private donors and scholarship recipients meet to acknowledge both the student and the scholarship provider. Other events include the EOPS student reception, the Transfer Achievement Program student reception or the President's Honor Roll reception. A highlight of the year is the Outstanding Student Awards Reception where one student from each College department is honored for their achievement and/or service to the College.

Personal and civic responsibility is also encouraged through the implementation of policies and procedures that include declaration of student rights and responsibilities. The student code of conduct articulates behavioral expectations and supports respect for property and individual differences. The due process procedures provide students with the opportunity to file grievances and challenge decisions, actions or College policies. The publication of student cheating, sexual harassment and nondiscrimination policies outline student standards of personal responsibility.

Examples of Continuing Education programs promoting personal and civic responsibility, intellectual, aesthetic and personal development fill the Continuing Education catalog/schedule (IIB.4). The activities include public community forums, citizenship classes, and specialized cooking, music, art or crafts classes. One of the highlights of these Continuing Education activities is the Mind and Supermind free lecture series (II.B.35). This series promotes personal development by providing a forum for experts and students to discuss topics that address personal and civic responsibility. They are presented by experts in their field and address international and local issues. The winter 2009 community forums were focused on building a vision of what we would like our community to be 10 years from now.

Self-Evaluation

The College meets the standard. Numerous activities and opportunities are provided to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of students. The institution is committed to the scope of this standard as evidenced in the themes and competencies associated with the College ISLOs (IIB.14). ISLO IV, Social, Cultural, Environmental and Aesthetic Perspectives, and ISLO VI, Personal, Academic and Career Development, both support this standard. A multitude of College activities and opportunities address this standard including the efforts of the Office of Student Life to engage students in the creation of a student co-curricular transcript that identifies leadership activities, professional or educational development, honors, awards, recognitions and participation in organizations, activities or events.

Planning Agenda

None.

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

The College designs counseling and advising programs consistent with its mission to serve all segments of its diverse community (IIB.1). To assure the diverse College student population is successful, the College designs access to a wide range of professionals and paraprofessionals who provide counseling and advising services. In addition to the counselor in Continuing Education student support services, the College offers counseling services for all credit students in four main departments. The Academic Counseling Center provides academic and student success counseling. The Career Center provides career counseling. Health and Wellness provides personal counseling. The Transfer Center provides transfer counseling. In addition, specialized counseling and advising services are designed to address the unique needs of special populations. Counselors are available for athletes, re-entry students, students who speak English as a Second Language, students on probation or disqualification status, undecided or undeclared students and veterans. CalWORKs provides advisors for students moving from welfare to work. CARE provides advisors for single parents. Continuing Education provides advisors for incarcerated students. DSPS provides counselors for students with disabilities. EOPS provides counselors and advisors for educationally disadvantaged and low income students. Financial Aid provides advisors and an academic counselor for low income students. ISSP provides advisors and a parttime academic counselor for international students.

The design of credit and Continuing Education student support service programs includes paraprofessional student program advisors in support of counseling services. In the credit division, student program advisors are utilized in Admissions and Outreach Services, Athletic Academic Advising Program, CalWORKs, Career Center, Dual Enrollment, EOPS/CARE, Financial Aid, International Student Service Program, the Office of Student Life, Project Hope, Transfer Center and the Academic Counseling center, and Veterans Services. Student program advisors supplement counseling services with advising that supports student development and success. In addition to counselors and student program advisors, instructors provide advising services in the ESL and Physical Education departments.

The design of credit counseling programs is consistent with the standard of supporting student development and success, regardless of location or means of delivery. In the credit program, technology-assisted counseling services and resources have expanded significantly over the past six years. The design of credit counseling, orientation and advising services significantly changed in the credit program with the introduction of online registration in summer 2007. Requests for online advising through "ASK ME" have increased significantly (IIB.36). The increased demand for online advising has coincided with the expansion of student enrollment in online classes. It is of note that the increase in requests for online advising services is in addition to increased demand for in-person counseling services. The number of faculty and staff and available space has remained static while demand for counseling services has increased dramatically. To partially mitigate this increased demand for in person services, the delivery of credit academic advising and orientation has been redesigned. Modifications include the addition of online orientation, online self-directed advising, small group face-toface advising, increased two-day comprehensive orientation/assessment/advising/ registration sessions and the increased use of online advising tools. Online orientation is operational and was utilized by over 3,328 students enrolling for summer and fall 2008.

Online and computer-assisted services are designed not only for students enrolled solely in online courses but in support of all students. These services include information-based Web sites, an online interactive orientation program and an online interactive advising program. Students may access online career advising services through the Internet and through the Career Center's student stations which provide 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 DARS, an 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 majority of interactive services are web enabled providing access to information and services anywhere in the world.

The design and enhancement of technology resource for counselors is ongoing in order to improve counseling effectiveness. One of the technology tools that support counseling include SARS Grid and SARS Trak, an appointment scheduling and service tracking utilization system. STARRS is a document imaging, indexing and retrieval system. The Job Connection system is an application that provides access to employer information and job referrals in support of career counseling services. ASSIST is a statewide articulation management system. Other tools include the student portal, Pipeline, and Argos which provides access to customized cohort research. Continuing Education has access to SARS, Lumens, the new Continuing Education online registration system, and WM System, a tracking system for high school students. The design of credit counseling services extends to the classroom. Counseling services are infused into Personal Development courses. Particularly noteworthy has been the growth of the PD 100, College Success (IIB.37). This course has grown from one section in fall 2002 to 19 sections, including two online sections, in fall 2008.

Continuing Education counseling and advising services are designed to meet the needs of a diverse population of prospective, current and returning Continuing Education students. To this end, the Continuing Education counselor and student program advisors provide Continuing Education advising and follow-up services in English and Spanish at three sites, the Schott Center, The Wake Center and the Santa Barbara County Jail. Continuing Education counseling and advising is also provided by e-mail and phone.



These credit and Continuing Education counseling services, offered face-to-face, online and in-class, are evaluated through the Program Review process utilizing quantitative and qualitative research and evaluation. The Program Review process provides a vehicle for identifying counseling resource needs such as enhanced online services including a fully online, interactive, individual educational plan system, a complete transcript data capturing system, or tools to provide more efficient and effective online synchronous academic advising. In Continuing Education counseling, the Program Review process provides a vehicle for developing plans to enhance technology support for the counselor and advisors such as SARS and eLumen to move away from manual data collection.

Academic counselors evaluate student learning as a result of counseling services by assessing PSLOs (IIB.13). PSLO assessment shows what students have learned as a result of counseling services. Counseling services are in their first PSLO cycle and are in the process of collecting data and designing tools to extract data into reports for analysis. As result of initial PSLO and ISLO discussions and the implementation of SCT Banner, the Academic Counseling Center's appointment intake procedures were changed, a student program advisor was hired for the counseling desk, individual counseling sessions were increased from 30 to 45 minutes, modifications were made to the Student Educational Plan form, online orientation was modified, an online advising program was introduced, Web pages were enhanced and expanded, and changes were made to the subject codes used to track subjects discussed during group and individual counseling sessions. Through the PSLO process academic counselors observe students' ability to independently develop, implement and evaluate their own progress. In the credit program a successful student would independently develop a Student Educational Plan that is congruent with achieving his/her educational and career goals. While a first-time student may be highly dependent on a counselor for academic advice, a student who has earned 30 to 45 units should be less dependent on a counselor over time. The Continuing Education counselor and advisors observe students' demonstrated PSLOs reflecting progress towards learning about Continuing Education support services and programs.

Evaluation of counseling services includes service utilization analysis. For example, the SARS system tracks each student's utilization of credit counseling services. These data are imported into the student information system, and are analyzed assessing the relationship of counseling services in combination with other services to several measures of student success (IIB.38).

A further evaluation of academic credit counseling services is implemented through the Hershey Singularity system. This system supports electronic scanning and indexing of all counseling related documents. These documents are used to conduct case study and cohort research on several standardized counseling procedures and protocols and for identifying student issues, student follow-up needs and advising trends (IIB.39).

Another method of evaluation of counselor services is through student surveys as part of regular credit and Continuing Education department Program Review (IIB.40), through review of aggregated student evaluations of individual counselors collected as part of the faculty evaluation process (IIB.41), and through the college-wide Student Experiences Survey (IIB.23). These evaluations assess student service utilization, student satisfaction and identify the range of student needs and presenting issues that are addressed in support of student development and success.

Also, through an in depth categorical program self-evaluation process, Continuing Education and credit counseling services were evaluated and validated under the purview of the California Community Colleges Chancellor's Office in 2008 (IIB.16). The 2007 categorical program self-evaluation (IIB.15) included analysis of MIS data provided on several measures of student outcomes and addressed institutional responses to recommendations made by the prior categorical program visiting site team. Student support services submitted a written response to the site visit report (IIB.17).

In order to design, maintain and evaluate Continuing Education and credit counseling services, the College assures that professional counselors and paraprofessional advisors are appropriately prepared to provide quality counseling and advising. All full-time and most part-time counselors serving Continuing Education and credit student support services 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 (IIB.42). Some part-time counselors are employed under the faculty internship program option which provides opportunities for graduate students who have completed 50% or more of their counseling related program degree requirements. Short term mental-health counseling is also provided through the Health and Wellness Center by a licensed marriage and family counselor and registered interns training for their license. A significant amount of energy and time is given to the initial training of new counselors in order to prepare faculty to support student development and success. For example, in the first few weeks of training the College schedules four activities. New counselors attend the new faculty orientation and training program, meet with tenured counselors and other faculty to receive mentorship, observe at least one counseling session with each of the continuing counselors, and receive feedback from a more seasoned counselor on the new counselor's first session.

Counselors have many opportunities for continuous quality professional development through activities such as classroom observations, visits to instructional department or division meetings, weekly counseling staff meetings, online minutes of staff meetings, guest speakers, all-day in-service meetings, weekly "training tips" sent via e-mail and routine student evaluations of counselors. The College faculty professional development program offers workshops, training opportunity and two days of inter-disciplinary activities at the start of each fall and spring semester.

Training for contract and part-time credit and Continuing Education counseling faculty is provided through regional and state-wide conferences such as:

- Association of Community and Continuing Education annual conference
- California Community Colleges Student Services conference
- California Association on Post-Secondary Education and 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 Web site.
- Career Center counselors are trained in the use of Myers-Briggs Type Indicator and Strong Interest Inventory training.
- The 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. The College designs its counseling services to serve a diverse student population by providing a breadth of counseling services for a variety of student populations. Counseling services are offered at different locations, face-to-face, online, e-mail, and phone. Sustainable counseling review processes and a culture and practice of continuous quality improvement is purposeful and focused on enhancing student development and success. Evaluation of counseling and advising programs is systematic and continuous through Program Review, planning and PSLO processes. Counselors and student program advisors are prepared for the advising function through a variety of training and professional development opportunities.

The 2007 categorical Program Review Self Evaluation (IIB.15) included a comprehensive evaluation of counseling and advising services. This evaluation addressed the effectiveness of support services for underprepared and underrepresented students. The evaluation assessed the effects of these services on several measures of student progress, persistence and success. The Program Review also assessed how well counseling services work with other student service programs, instruction, institutional research and information technology. The categorical Program Review Site Visit Report (IIB.16) commended the quality of the student service counselors and advisors referencing "their ability to serve a diverse student body in accordance with the College's stated tenets of kindness, care, dignity and respect."

In other research, student survey results from the credit Academic Counseling Center Program Review showed that students were overwhelmingly positive in their evaluation of academic counseling services: 95% of surveyed students strongly agreed or agreed that they would recommend counseling services to others and 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 reported that they were receiving clear concise and accurate information from the academic counseling center's front desk staff.

The effectiveness of Continuing Education student support services counseling and follow-up services is evaluated through Program Reviews, planning and research. Student learning as a result of Continuing Education counseling and advising is measured through PSLOs. For example, the Adult High School diplomas awarded increased from 75 in 2007 to 95 in 2008. This increase demonstrates that students who are at risk of dropping out are achieving their academic goal of a high school diploma in higher numbers every year. This increase may be partially related to expanded follow-up support services for Adult High School and GED students. Examples of these services are the postenrollment presentations and the annual commencement ceremony. The postenrollment presentations are conducted quarterly by student program advisors for basic skill classes. At these presentations students receive group advisement and are invited to come back for follow-up with a Continuing Education counselor and advisors. The annual commencement ceremony for all Adult High School and GED completers is another good opportunity for the advisors and the Continuing Education counselor to follow up with the students. As part of the preparation for this ceremony, Continuing Education student support services provides additional counseling and advising to encourage the students to continue their education.

Since the last self-study the College has made significant progress in providing technology to enhance counseling and advising. In order to sustain continuous, quality improvement of counseling services, the Program Review process provides a vehicle for identifying counseling resource needs in response to constantly changing student technology needs. Examples of such needs in the credit program include enhanced online services including a fully online, interactive, individual educational plan system, a complete transcript data capturing system, or tools to provide more efficient and effective online synchronous academic advising. Examples in the Continuing Education program include the implementation of SARS and eLumen to move away from manual data collection.

Planning Agenda None.

B.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 upholds the goal of understanding and appreciating diversity through its non-discrimination policy, Board Policy 3430 (IIB.43). The SBCC Mission statement includes the statement "The College serves all segments of its diverse community" (IIB.1). In the SBCC Mission statement, the SBCC Core Principles include "A free exchange of ideas in a community of learners that embrace the full spectrum of human diversity." Furthermore, SBCC has a wide breadth and depth of student support service programs meeting the needs of special populations that are designed to teach an understanding and appreciation of diversity. Listed below are many other SBCC activities and programs that are designed to teach an understanding and appreciation of diversity.

The SBCC emphasis on the importance of student understanding and appreciation of diversity is reflected in the 2007 appointment of a new Director of Campus Diversity, who reports directly to the Superintendent/President (IIB.44). The Director of Campus Diversity participates in the Executive Committee and works on diversity issues with the Vice Presidents. The Director also chairs the Diversity Advisory Committee and the Leonardo Dorantes Memorial Lecture Committee, and is a member of the International Studies Committee. The Director of Campus Diversity co-chairs One Planet Faculty Fellows and recently served as the Vice Chair of the Equal Employment Diversity and Equity Consortium, a statewide California Community College committee. In 2007-08, the Diversity Advisory Committee delivered a calendar of multicultural activities which included a series of Diversity Dialogues (IIB.45) including the following presentations: "Immigration, Identity and Citizenship," "Realizing the American Dream: Immigrant Students Speak Out," "Black Political Leadership in State and Local Government," "Eliminating the Achievement Gap: Women as Agents of Change in Education," "Nexus of Power: Female Athletes as Leaders and Role Models in America," "LGBTQ Alliance Building," "Dismantling Homophobia and Heterosexism," "Transforming Human Lives through Canine Companions," and "Honoring Military Communities in a Time of War." A survey was conducted after each Diversity Dialogue (IIB.46).

The Campus Diversity Office, in collaboration with student support service departments, coordinates 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 (IIB.47). The series hopes to educate individuals in an understanding and appreciation of diversity. The 2007 speaker was Santa Maria City Councilwoman Hilda Zacarias who spoke on the topic "Head-Start to Harvard and Home Again - The Making of a "Si Se Puede" Activist." In fall 2008, Father Gregory Boyle, an internationally acclaimed Jesuit priest and expert on gangs and intervention approaches delivered the Dorantes Lecture. With over 500 guests, Father Boyle drew one of the largest city-wide crowds in the 20 year history of the Dorantes series.

SBCC has a multicultural/gender studies degree requirement, including many classes that fulfill UCSB's general education ethnicity requirement. Student services support students who are enrolled in courses that focus on student understanding and appreciation of diversity such as the Multicultural English Transfer program, Asian American Studies, Black Studies, Chicano Studies, Ethnic Studies, Native American Studies, Global Studies, International Studies and Study Abroad programs. In 2008-09, Study Abroad programs include China, Vietnam, Spain, England, France, Germany, Czech Republic, Italy, Chile, Argentina and Peru. SLOs in all these courses measure the outcome of understanding and appreciation of diversity.

Students' understanding and appreciation of diversity is enhanced by SBCC's efforts to meet the needs of Spanish speaking students. Students may apply to the credit program in English or Spanish, online or on a paper application. The credit Admissions Office has signage in English and Spanish and provides a "Ten Steps to Enrollment" flier in English and Spanish (IIB.48). Tips for logging into the student portal, Pipeline, are in Spanish and English. SBCC's credit and Continuing Education counseling services are available in Spanish and English.

SBCC develops student clubs in response to student interest in diverse cultural issues. These clubs include the American Sign Language Club, the EOPS Club, the International Students Club, the Gay and Straight Student Alliance, the Japanese Calligraphy Club, the Latter Day Saints Club, the Middle East Student Club, the Muslim Student Association, the Single Parent Club, and the Society for the Advancement of Chicanos and Native Americans in Science.

There are many SBCC activities that reflect the College's interest in promoting the understanding and appreciation of diversity such as the School of Modern Languages' American Sign Language Immersion Program, Japanese Immersion Program and Japanese tea ceremonies. The School Outreach program offers AB 540 Community Forums for students graduating from a California high school who are undocumented and wish to take College classes. ISSP, EOPS and CARE coordinate barbecues before College football games and a multi-cultural winter holiday celebration. ISSP also collaborates with the School of Modern Languages and English as a Second Language Department to offer a language and cultural exchange program. DSPS and the PE department collaborate to sponsor the Deaf Olympic Soccer team on campus. The PE department sponsors the Special Olympics on campus. ISSP sponsor an international student soccer tournament. The School of Modern Languages, EOPS and ESL departments coordinate the "Dios de Los Muertos" event which brings hundreds of local K-8 school children to campus each year. The One Planet Faculty Fellows Program is a workshop series that assists faculty in incorporating into their curricula an understanding and appreciation of diversity and global sustainability. For the past two years ISSP in collaboration with the School of Modern Languages and the ESL department coordinates a language and cultural exchange program in which American students and students from different countries team up to learn another language or learn about another culture.

The Foundation for SBCC encourages and supports student understanding and appreciation of diversity. Each year student scholarships are given to students with financial need, students with disabilities, students who speak English as a second language, students who need child care, international students and students who participate in the Study Abroad Program. During the scholarship ceremony students tell their stories to the audience of parents, employees, students and visitors. This exchange reinforces the community's appreciation of diversity.

The effort to provide an inclusive and welcoming environment for all students extends to physical access. In 2007, the Office of Civil Rights completed a review of access to facilities (IIB.26). SBCCC hired an Americans with Disabilities Act (ADA) access consultant to update a 1993 ADA facilities self-evaluation (IIB.27). The updated ADA facilities self evaluation is in process. In addition, the College secured money for bringing facilities into ADA compliance through the Measure V Bond. SBCC is developing its 508 standards for purchasing and access to technology (IIB.29) and the College has provided training for the College Webmaster to assure the new College Web site will be accessible for persons with disabilities. The College Plan 2008-11 includes a goal to complete an ADA Facilities Transition Plan (IIB.28) which will guide access expenditures from the Measure V Bond.

Continuing Education also promotes diversity through its course offerings such as the Mind and Supermind series (IIB.35), public community forums, the Adult Basic Education and Adult High School program, the ESL program, and the Parent Education program. Diversity is also supported in Continuing Education through the different populations it serves, which include adults receiving basic education, immigrants learning English, community members taking enrichment classes, and seniors taking Continuing Education courses while residing in retirement homes. The Continuing Education Pedotti Jail Program (IIB.11) is also an example of how diversity is sustained and promoted by Continuing Education. As mentioned earlier in this section, Continuing Education offers non-credit courses at the Santa Barbara County Jail and Continuing Education student support services has assigned a student program advisor to provide advising and follow-up services to inmates enrolled in Continuing Education courses. Between fall 2007 to fall 2008, 528 inmates at the Santa Barbara County Jail, taking Continuing Education classes, received student support services.

Self-Evaluation

The College meets the standard. The College uses a number of measures to determine the effectiveness of its diversity activities and programs. SBCC has developed an ISLO 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. In 2008, SBCC began collecting data on student achievement of these competencies.

In spring 2008 the College completed a measure of students' understanding and appreciation of diversity in its Student College Experiences Survey (IIB.23). 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."

Planning Agenda

None.

B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

As an open access institution, SBCC admits any student who holds a high school diploma or equivalent or who is 18 years old or older and has the ability to benefit and/or is enrolled in high school and wishes to attend SBCC concurrently as a part-time student. Persons on a B1 or B2 tourist visa are not eligible to enroll. The current online SBCC application on the College Web site (IIB.2) is free of bias. It is the approved application for California Community Colleges developed by the Chancellor's Office and an advisory group of Community College representatives. To increase access and minimize bias for those out of the area, SBCC has an integrated online admissions, registration and records system, SCT Banner, which is integrated with the campus portal, Pipeline. In compliance with the Education Code, SBCC does not have evaluation instruments used for admission, with the exception of the Associate Degree Nursing program, which is using an assessment exam and an admission evaluation instrument approved through the Chancellor's Office.

The current Continuing Education online and paper admissions application is a modified version of the credit's application with no fields added. Continuing Education does not have evaluation instruments used for admission. All Continuing Education classes are open to persons age 18 or over, who are not enrolled in a secondary school. Those under 18 who have a high school diploma are also eligible. Minor pregnant and parenting students who are not currently enrolled in a high school diploma program have "adult status" and may also enroll in Continuing Education. Minors may be admitted upon submission of a Minor Enrollment Form based on a review of their ability to benefit. 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; the Combined English Language Skills Assessment (CELSA) along with the SBCC ESL Writing Sample; and the Mathematics Diagnostic Testing Project's (MDTP) Algebra Readiness, Elementary Algebra, Intermediate Algebra and Pre-calculus assessments. The ESL Writing Sample and English Writing Sample are locally developed and managed instruments and they both have full state approval until July, 2011. CTEP has approval until 2012 for Sentence Structure and Grammar and Sentence and Syntax Skills and until 2013 for Reading Comprehension. Continuing Education also employs CELSA for placement of ESL students. CELSA has approval until 2011 and the MDTP is approved until 2012.

SBCC uses raw scores from state-approved tests, along with the other validated measures noted below, in logistic regression equations to place students into reading, writing, math, and ESL courses. 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 in a computerized placement program. 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.

All validation studies for the College's assessment instruments are up to date. The College complies with all relevant Title 5 Standards for Assessment Title 5 -55510(a) (4); 55520(c); 55521(a) (b) (c) (e); 55522; 55532(a) (c) (d). Assessment is required for all nonexempt students as a condition of enrollment. Assessment or satisfactory completion of a prerequisite course is required for placement and enrollment into English, math, and ESL courses as well as for Psychology 150. For English and Basic Skills, students are given both a reading and a writing placement exam. ESL students are given reading, writing, and grammar placements. Multiple measures are used in logistic regression equations to place students into these courses. State approved and locally validated assessment instruments are used in placing students into reading, writing and math courses. Locally validated and state approved writing samples are also used in determining course placements in English and ESL. Special consideration for specific groups of testers includes giving directions for ESL tests in Spanish with individual assistance available for languages other than Spanish. Students who need accommodation for a disability are tested in the Assessment Center or by authorized members of the DSPS department in its assessment center. The Assessment Center serves as the test site for Ability-to-Benefit exams required of students who do not have a high school diploma or equivalency and who wish to receive Federal Financial Aid. Once students in this group are tested, results are forwarded to the Financial Aid Office. Alternatives to testing are specified in Board approved policies.

Assessment accommodations for students with disabilities are provided through a routine process in the DSPS office or in the Assessment Center. Special consideration for specific groups of testers includes giving directions for ESL tests in Spanish with individual assistance available for languages other than Spanish.

Placement instruments and practices are reviewed every six years and submitted for approval to the 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. SBCC's placement process has easily exceeded the state requirements. All instruments have been submitted to cultural and linguistic bias studies and have subsequently been approved by the Chancellor's Office. In addition, disproportionate impact studies are completed regularly to monitor placement rates by gender, ethnicity, and age.



Self-Evaluation

The College meets the standard. The Student Service Program Review Site Visit Report commended "the dedication of the staff in developing an excellent assessment process, including timely validation studies and incorporating multiple measures into the assessment process" (IIB.16). SBCC uses placement instruments that are approved by Chancellor's Office based on validation studies conducted by the publishers and the College. Continuing Education and credit English, math and ESL placement practices have been validated and approved by the Chancellor's Office. The validations include bias studies. The validations are updated every six years. They have full state approval until July 2011. Documentation of the validations resides in the Office of the Dean Educational Programs with responsibility for Assessment.

Planning Agenda

None.

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

Credit program non-electronic student records are maintained in accordance with Board Policy 3310 (IIB.49) and Title 5, sections 59020-26. These non-electronic records are located in a secure vault in the Admissions and Records Office. Access to the office is controlled by an alarm system during non-business hours and vault access is controlled by key pad entry. Non-electronic student records are released in strict accordance with the Family Educational Rights and Privacy Act. The express written consent of the student is required for the release of non-directory information. Photo identification is required for in person requests. Forms available in Admissions and Records and online include the Authorization for Release of Information form (IIB.50) and Transcript Request form (IIB.51).

Electronic records are maintained in the SCT Banner Student Information System, STARRS and the retired Legacy System. Secure back up of electronic data files consists of the following procedures. Backups are performed on all production systems daily via EMCs SNAP technology. Every Sunday, these backups are transferred to tape and kept for no less than one month in a water and fire-rated safe onsite in OE188. At the beginning of the month, the Sunday SNAP backups are combined and transferred again to tape and kept for a period of no less than six months in a water and fire-rated safe at the Wake Center Storage facility. Using Oracle RMAN technology, SBCC could securely recover data to a point in time within seven days. Access to these systems is granted based on position and is password protected. Online student application data, CCCApply, is stored and maintained by XAP Corporation.

Continuing Education hard copies of class rosters, student registration forms and positive attendance records are kept locked in storage at the Schott and Wake Centers. In addition, records are also electronically maintained in the legacy database and in Lumens, the online registration system. Lumens is hosted off-site by the company that produces this software, Augusoft, who ensures the security of the data.

The Continuing Education student services office also maintains hard copies and electronic files of students receiving credit matriculation services such as academic plans, transcript evaluations, assessment placement scores, and grades. Two databases, the WM system and ASAP, Assessment and Placement program, are maintained to keep records electronically. Records are released only with the written approval of the student or by court order as may be required by law. The authorization for release of information form is available in the student support services offices and photo identification is required.

Self-Evaluation

The College meets the standard. The College maintains secure electronic and non-electronic records and publishes policies regarding release of records. Employees receive training in confidentiality and security. Federal Education Rights and Privacy Act (FERPA) training workshops were made available and well attended by many faculty during the fall 2008 in-service. Department chairs in cooperation with deans and IT staff determine the names of users who have access to SCT Banner to ensure security.

Planning Agenda

None.

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

Within student support services there is a tradition of Program Reviews that utilize evidence-based and reflective assessment and planning to assure that services meet students' needs. In addition, since 2008, evaluation in student support services has included the assessment of PSLOs as evidence of contribution to the achievement of student learning. Program Review and PSLO evaluations serve as the basis for sustainable, continuous quality program improvement.

Since 2006, all student services departments have engaged in a comprehensive process to develop PSLOs and PSLO assessment as a means of determining student learning as a result of student support service utilization. This process has resulted in a paradigm shift for many service departments. Many service providers recognized and were able to document that they are active participants in the student learning process. These PSLO discussions resulted in a redesign of service delivery in order to engage the student in learning through the process of service utilization. The student is no longer a passive recipient of services. All SBCC student service programs in the credit and Continuing Education programs have participated in the development of student learning outcomes, and Institutional SLOs. All student service departments are in the first year of incorporating PSLOs into an assessment cycle as a means of determining the effectiveness of each program.

In addition to the PSLO cycle, an active analysis of program effectiveness includes both quantitative and qualitative measures that are routinely conducted. Quantitative measures include reports such as student service utilization (IIB.52), Chancellor's Office MIS (IIB.53a, IIB.53b), annual department end of year data (IIB.54), and course completion rates and number of degrees and certificates awarded (IIB.55). Qualitative measures include professional dialogue at Community College regional meetings, professional conferences, cross functional team meetings and literature review. Discussion and analysis of quantitative and qualitative measures takes place routinely in regular College meetings of departments, divisions or committees. Results and analysis of this quantitative and qualitative data are presented in reports as part of the College's departmental Program Reviews and the California Community College Categorical Program Review.

In order to more effectively provide evidence that student support services meet student needs and contribute to student learning, the College has enhanced its data collection and reporting tools. This is primarily the result of the implementation of systems such as SCT Banner, SARS, STARRS, DARS and reporting tools such Argos. These data collection and reporting tools provide the potential for increased autonomy of staff in the student services areas to produce their own reports through modifying existing ones or creating new reports, as needed. SBCC now has the opportunity to move the tasks of query management, reports and research to the department level. These new data collection and reporting tools have the potential to alleviate dependency on the Information Technology and the Institutional Assessment, Research and Planning departments. The recent introduction of Lumens and eLumen promises to further expand the capabilities and scope of data collection and assessment.

The following are a few examples of recent improvements in student support service programs as a result of qualitative or quantitative evaluation of student needs.

In 2006, student support services in conjunction with the Banner implementation project conducted a two-day business process analysis (IIB.56). The participants mapped and analyzed the existing enrollment and matriculation process, and identified obstacles and potential opportunities for improvements. As a result of the analysis, the participants designed a new process that would take advantage of the SCT Banner functionality. This new process was adopted for the SCT Banner implementation.

In 2006, the Academic Counseling Department analyzed data showing the increasing numbers of students placed on probation or disqualification (IIB.57). As a result of this analysis, a review of the literature, and evidence verifying the effectiveness of success counseling interventions, the Academic Counseling department made many changes including the following. A fulltime matriculation follow-up student success coordinator/counselor was hired. Student success counseling was introduced as a component of academic counseling. A Student Success Plan (SSP) was introduced to complement the established Student Educational Plan (SEP). Several counselors were trained in motivational interviewing. Personal Development 20B, a college survival course, was reactivated.

In 2007, the Pipeline Portal Strategic Workgroup analyzed reports from ESL instructors and ESL counselors that demonstrated the difficulty limited English proficient Spanish speakers were having logging onto Pipeline. As a result of the workgroup's analysis, student support services developed a user-friendly Spanish speaking application for Pipeline access and registration.

In 2007, the Matriculation Committee analyzed the results of orientation evaluations (IIB.58). As a result of the committee's analysis, the on-campus new student orientation/advising process was modified from its original format to encourage more interaction between students. The College redesigned the traditional large group orientation and advising presentation to small groups of approximately 20 students each. These procedures also included breakout groups meeting in computer labs in order to provide hands-on training and experience with registration. These actions were strengthened when the Matriculation Committee analyzed the literature and data validating a national trend of increased parent involvement in the lives of their traditional college-age students. As a result of the analysis the College hired a full-time matriculation orientation coordinator and expanded its two-day orientation program to include a comprehensive orientation program that engages parents as partners in the College's student success efforts.

In 2007, the Continuing Education Retention Task Force analyzed data that showed that only 49% of Continuing Education students in the Continuing Education ESL program remained enrolled for the entire twelve-week term. The Retention Task Force reviewed the literature and research on improving student retention. The following five recommended changes were implemented during the 2007-08 school year: (1) Develop a program-wide enrollment system; (2) Implement standardized assessment and placement; (3) Implement student orientations; (4) Schedule shorter term lengths of nine weeks; and (5) Adopt core texts for all levels of skill ESL courses. The results, after one year, indicated that the program changes had succeeded in promoting retention and student learning gains: 21% increase in student retention, 8.5% increase in student attendance, 16% increase in scores on the CASAS, a standardized life-skills reading test, 14% increase in Federal grant awards based on student performance, and 95% increase in student completion rates of assessment and orientation.

In 2008, the Admissions and Outreach department analyzed the results of surveys completed by prospective students on campus tours (IIB.59). As a result of the analysis, campus tours were changed in response to the feedback. The tour now includes more indoor activities such as a College classroom experience, an LRC walk through and a library visit. In addition, the discussion of PSLOs prompted a redesign of the student interest card submitted ahead of the tour. The old card was used for data collection. The new card asks students what they would like to learn about the College. As much as possible these requests are included in the campus tours.

In 2008, the Career Center Director, career counselors and work site coordinator analyzed data from the electronic College job listing site, Monster Track and the paper listings in binders in the Career Center (IIB.60). As a result of the analysis a new job listing process was established. A new electronic job listing site, The Job Connection, now provides a centralized listing, on one site, that can be used for research and evaluation. In addition, a single student logon can be used for The Job Connection and Pipeline.

In 2008, the Scholastic Standards Committee analyzed student petitions for changing academic requirements, submitted by students who referenced disability or medical challenges as the reason for their request. As a result of the analysis a new sub-committee comprising disability specialists was established to provide an opportunity for students to pursue full due process and disclose confidential medical and disability-related information that might justify their request.

In 2008, the Health and Wellness department analyzed data from the American College Health Association National College Health Assessment Survey. The data demonstrated a high percentage of psychological issues facing College students: 55% felt things were "hopeless", 83% felt overwhelmed by all they had to do, 39% felt so depressed that it was difficult to function, 51% felt overwhelming anger, 9% seriously considered suicide, 4% attempted suicide and 11% intentionally cut, bruised or otherwise injured themselves. The department's analysis included a review of a study which found that students who utilized personal counseling had a higher course completion rate than the average student not using that service. As a result of the analysis, the College increased mental health counseling hours, increased the number of classroom presentations and educational events on the topic of stress, established a suicidality screening for every student in the program, included a health behavior survey on the intake form, initiated a suicide action plan and established a mental health advisory board to create a partnership for community referrals.

Self-Evaluation

The College meets the standard. Student support service Program Review processes are in place and implemented routinely. The revised Program Review process implemented in fall 2008 refines the link between program evaluation, institutional planning processes and resource allocation in student support services.

The student support services PSLO cycle is underway. A coordinated effort by Continuing Education and the Educational Programs Division has engaged all student support service faculty and staff in the process of developing student learning outcomes, assessment strategies and the mapping of PSLOs to ISLOs. This dialogue about student learning is pervasive, robust and has resulted in a significant paradigm change in student support services' processes for continuous quality improvement. The College is developing a customized student support services PSLO data collection and reporting tool in cooperation with the company eLumen. Student support services collect, report and analyze data as described in this standard and standard IIB.3. Processes for dialogue are in place through regular department and committee meetings. These dialogues and meetings 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 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.

While there is much proficient research that influences program change, the Student Services Program Review Site Visit report (IIB.16) pointed out that that the College has limited trained research personnel conversant in data collection and reporting tools at the program level to conduct the scope and depth of evaluation needed for sustainable, continuous quality improvement. Student support services have relied primarily on descriptive data such as service utilization rates, student satisfaction questionnaires and professional observations. With new tools available and a focus on SLOs there will be improved evaluation of the adequacy of meeting student needs and contributing to student learning.

Planning Agenda

See planning agenda under B.1.

References

IIB.1	College Mission Statement
IIB.2	College Web Site http://www.sbcc.edu
IIB.3	Credit Catalog 2008-09 http://www.sbcc.edu/2008_2009_catalog
IIB.4	Continuing Education Catalog/Schedule Winter 2009
IIB.5	Student Support Service Program Brochures - Samples
IIB.6	Institutional Effectiveness Report 2007-08
IIB.7	Credit Educational Programs Organizational Chart
IIB.8	Continuing Education Organizational Chart
IIB.9	List of New Continuing Education Support Services Offered
110.9	Since 2007
IIB.10	Continuing Education Student Support Services Brochure
IIB.11	Pedotti Jail Program Proposal
IIB.12	Student Support Service Program Review – Sample
	•••••••••••••••••••••••••••••••••••••••
IIB.13	Student support services PSLOs
IIB.14	College ISLOs
IIB.15	Categorical Programs Self-evaluation 2007
IIB.16	Student Service Program Review and Technical Assistance Site Visit Report 2008
IIB.17	SBCC Response to Site Visit Report August 2008
IIB.18	CollegeSource http://www.collegesource.org
IIB.19	Accommodations for Disability Syllabus Statement
IIB.20	BP 6750 Parking Policy
IIB.21	BP 3555 Smoke-free Work Place Policy
IIB.22 IIB.22	EOPS SBCC Planner
IIB.22 IIB.23	
	Student College Experiences Survey 2008
IIB.24	Continuing Education Matriculation Plan Credit Matriculation Plan
IIB.25	
IIB.26	Civil Rights Review 2007
IIB.27	Barrier Identification Access Survey and Transition Plan
	January 14, 1993
IIB.28	College Plan 2008-11
IIB.29	508 guidelines
IIB.30	Enrollment Management Plan 2009-11
IIB.31	Outreach and Recruitment Annual List of Activities 2008
IIB.32	Student Profiles Fall 2004-2008
IIB.33	List of Active Chartered Student Clubs 2008-09
IIB.34	College Events Calendar - Sample
IIB.35	Mind and Supermind Fliers - Sample
IIB.36	"ASK ME" Utilization Statistics 2006-07, 2007-08, 2008-09
IIB.37	PD 100 College Success Course of Study Outline
IIB.38	SARS Tracking Data Analysis - Sample
IIB.39	Hershey Singularity Protocol – Sample
IIB.40	Student Surveys for Counseling Program Review - Samples
IIB.41	Aggregated Student Evaluations of Counselors - Sample
IIB.42	Minimum Qualifications for Counselors
IIB.43	Board Policy 3430 Non-discrimination Policy
IIB.44	Director of Campus Diversity Job Description
IIB.45	Diversity Dialogue Fliers - Sample
IIB.46	Diversity Dialogue Survey
IIB.47	Dorantes Lecture Fliers - Sample
IIB.48	Ten Steps to Enrollment Flier
IIB.49	Board Policy 3310 Student Records Policy
	20ma 10mg 5510 oradene records 10mg
IIB.50	Authorization for Release of Information
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IIB.51	Transcript Release Form
IIB.52	Student Service Utilization Reports – Samples
IIB.53a	State Chancellor's Office Disability MIS Data Spring 2008
IIB.53b	State Chancellor's Office Disability MIS Data Summer 2007
IIB.54	Annual Department End of Year Data Reports – Samples
IIB.55	Course Completion Rates and Number of Degrees and
	Certificates Awarded - Samples
IIB.56	Enrollment and Matriculation Business Process
	Analysis Workshop report
IIB.57	Probation and Disqualification Analysis - Samples
IIB.58	Orientation Evaluations - Samples
IIB.59	Campus Tour Survey Results – Samples
IIB.60	Monster Track Data - Sample

9.3 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.

C. Library and Learning Support Services

Santa Barbara City College (SBCC) provides library and learning support services that address the intellectual, cultural, and aspirational needs of the college community. The library supports the College's instructional programs by engaging with students, faculty, and staff using a wide array of resources both online and onsite. The Luria Library and Cartwright Learning Resources Center perform functions aimed at achieving and maintaining broad-based student access and student success. Services provided include library databases and collections, tutoring, computer labs, and training workshops for students, staff, and faculty at the Main Campus, and in the online environment.

The Luria Library offers a dynamic and innovative place for students and responds to the learning styles of today's student, thus helping them achieve their learning outcomes. A tagline was created in 2007, with faculty and student input, to help focus this new vision: *Explore. Learn. Grow.* The employees have been exploring new avenues to reach the student, such as blogging, wikis, instant messaging, text messaging, and the students have responded positively. Besides offering all standard library services, the library also promotes cultural and academic activities by hosting student-centered events such as poetry readings, Diversity Dialogues, and the Day of the Dead exhibit. Despite an increase in the use of offsite electronic resources, a significant increase in physical library visitors has occurred over the past two years. The numbers of visitors increased from an average of 1,480 visitors per day in February 2006 to an average of 3,062 visitors per day in February 2008, an increase of 52% (IIC.1). In a recent survey, 59% of students stated the primary reason for coming to the library was to study or conduct research, and 28% reported to access computers (IIC.2).



The Cartwright Learning Resources Center (CLRC), adjacent to the Luria Library, supports student success with an emphasis on tutoring, tutor training, media support for all classes, and computer access, supported by tutors who assist students in building academic computer skills. The CLRC continuously develops and evaluates instructional materials and services in order to promote self-reliance and self-knowledge and increase successful academic and affective behaviors. Instructing and supporting students is accomplished by focusing on the students' needs and using their specific goal (e.g., a paper, a project, a computerbased assignment) as a starting point for discussion. This is an important part of the strategy in the CLRC's role as a campus hub for the provision of basic skills, broadly defined. These labs are satellite centers and include Math, ESL, Sciences, Communication, Music, Modern Languages, and the Gateway to Student Success Center. All of these labs provides one-to-one or small-group tutoring, either subject-specific or, as in the case of the Gateway to Student Success Center, multidisciplinary. All tutors receive training on Socratic tutorial methods that emphasize student-centered learning.

Academic Senate efforts addressing student success, particularly in basic skills, have resulted in a major initiative, the Partnership for Student Success (described extensively in Standards I and IIA). The CLRC works closely with the Partnership for Student Success through participation in its Steering Committee and the provision of tutorial training and services. Several components comprise the Partnership for Student Success as reflected in the table below:

Partnership for Student Success Initiative
Five Key Components
Gateway to Student Success Tutoring Program
Athletic Achievement Zone
Online Instructional Assistants
Expansion of Writing Tutorial Lab
Expansion of Mathematics Tutorial Lab

Table IIC.1

The CLRC is most directly involved with overseeing tutorial training and services in the Gateway to Student Success center, the Writing center, and the development of Directed Learning Activities (DLAs).

Continuing Education operates multimedia centers with computer-based coursework and supplemental learning materials at various sites throughout our community, including the Santa Barbara and Ventura County Jails. Assistance is provided to students with varying educational goals and provides services to underserved and at-risk populations. The multimedia learning centers house the following academic programs: Adult High School, GED, ESL, Adult Basic Education, and Basic Computer Skills.

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.

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

The Luria Library is an integral part of the campus learning environment, serving as a hub of student activity. It supports the College's mission by providing an environment that is both psychologically and physically supportive of students. Further, the library plays an integral role in promoting student learning and development through the Institutional Student Learning Outcome for information literacy (IIC.3). The library has a 35-seat classroom for library instruction, eight group-study rooms, 51 computers for student research, including the Microsoft Office Suite, and there is wireless capability throughout. There are 550 seats in the library. The library currently has over 115,000 titles, 318 print periodical subscriptions, and 8 newspaper subscriptions (IIC.4). This collection includes 13,000 electronic books and subscriptions to 34 electronic databases, which provide access to over 15,000 full-text periodicals. The collection has recently been expanded by incorporating audio books.

The library receives a \$15,000 book grant every year from the Campus Bookstore. The grant provides for purchase of textbooks for the Library Reserve Collection and short-term textbook access to students. The Reserve Collection holds over 2,000 course textbooks, and other course-related material, and is by far the most heavily used collection. The value of this grant is highlighted by the fact that the Student Academic Senate regularly asks for more textbooks to ease the financial burden on students.

The library staff consists of one library Director, three full time librarians, 0.5 full-time equivalent (FTE) adjunct librarian, 5.5 FTE classified staff members, and 2.2 FTE student assistants. In 2006, the library expanded its hours by

C.1

C.1.a

30-minutes each morning to allow students computer access before 8:00 a.m. classes. In 2007, the library began opening for eight hours on Sunday due to ongoing private funding from the Friends of the Luria Library and the Eli Luria Foundation, community organizations committed to maximizing library access for students. The library is currently open 75 hours per week.

The Library Collection Development Policy was approved in 1999 and revised in 2007 (IIC.5). The Collection Development Policy is an institutional governance document and was approved by the library faculty, Academic Senate, and the Board of Trustees. The policy calls upon the Library to "support student success [by] providing quality, relevant, timely, and accessible information resources in a variety of formats," and this is a collaborative process between librarians and faculty across the College. Library materials are purchased to serve the following basic purposes: to be used by students in connection with class work; to support instructors in preparing for the teaching of classes; to support college staff in professional duties; to promote life-long learning; and to support library users in general intellectual and cultural development (IIC.5).

The Cartwright Learning Resources Center (CLRC) plays a central role in the provision of student-centered services and resources on campus. Assistance housed in the Cartwright Learning Resources Center include:

- Tutorial Center
- Media access for supplemental instruction including plus-hour materials (approximately 900 titles) supported by 32 video stations
- Writing Center
- Computer Commons (44 PCs, 32 Macs), and two Computer Assisted Instruction (CAI) labs (35 Macs each), used as classrooms by English, English Skills, and Psychology.

The CLRC is staffed by one Director (a faculty with full-time obligation plus 20 extra days) and one supervisor (management), four full-time lab teaching assistants (LTA) (two in support of supplemental instruction computers and media, and two in support of the Writing Center), one tutor center coordinator, one assistant in support of the Writing Center (11-month), one temporary part-time LTA as "lead tutor" in the Writing Center, one media technician, and one assistant (in support of student and faculty intake management, oversight of temporary employees, and oversight of various supplemental instruction media) (IIC.6). Although the CLRC is largely dependent on temporary, part-time employees to maintain daily operations, through support from the state ESL/Basic Skills funding allocated internally through our Partnership for Student Success, full-time staffing in the CLRC has improved in the past two years.

Over the past two years, the CLRC has made substantial improvements due to the Partnership for Student Success (PSS), a faculty-driven, Academic Senate supported initiative designed by a representative cross-section of faculty to address the needs of students as they reveal themselves in the classroom (IIC.7). The PSS evolved over a two-year period beginning in 2004, and is the culmination of intensive discussions regarding basic skills needs on campus by faculty representatives from each academic division. One primary goal of PSS is the promotion of shared responsibility for academic skills and the crosscurricular integration of basic skills from both faculty and student perspectives. This evaluation dovetails with one of the CLRC's goals: providing a place (actual or virtual) that is open to all students and faculty from all disciplines, that is conducive to work and study, and where effective teaching and learning modalities help guide the development of educational technology and tutorial practices. This goal is a byproduct of one of the College's fundamental purposes as described in the Mission Statement:

to provide uncompromisingly excellent quality of instruction in all programs of the college, and to create and maintain an environment which emphasizes teaching and learning, and encourages free discussion of ideas, interests and issues (IIC.3).

The CLRC Director is a long-standing member of the Instructional Technology Committee and the Committee for Teaching and Learning, as well as the District Technology Committee. SBCC takes institutional governance very seriously to ensure that policies and practices are in keeping with the College Mission Statement (IIC.3) and the curricular support needs as expressed by faculty, determined by their working with students. The CLRC Director shares the pertinent parts of these meetings with the CLRC staff during weekly meetings, and this helps synchronize learning resources with the collective goals of the College.

In support of students with disabilities, the staff of the CLRC works directly with Disabled Student Programs and Services (DSPS) staff to provide appropriate accommodations. There are portable, wheelchair-accessible computer stations with DSPS-related programs for use in the Library Commons. These can be moved to the Computer Assisted Instruction (CAI) labs as needed (IIC.8).

The CLRC provides media for nearly all disciplines and programs on campus: Math, Science, Humanities, Modern Languages, Health Education, Career Technical Programs, and Music. Through media and computer programs, students supplement instruction through special assignments, including plus-hour activities. Most resources are used by any or all students while others have been purchased by and are limited to specific departments (e.g., Film Studies). During the 2007-08 academic year, the media budget was reduced to meet a reduction requirement in response to statewide cuts in funding.

The CLRC has for over 15 years maintained the server for the networked computers in Computer Assisted Instruction labs. Three years ago, the Instructional Computer Lab coordinator (ICLC) staff position was moved from the CLRC to Educational Programs, Student Support Technology in an effort to coordinate technical support of instruction on campus under a single banner. The majority of the work supporting the CAI labs and the Computer Commons is now performed by the two CLRC computer Lab Teaching Assistants. This work includes scheduling the CAI labs, planning and leading workshops for students, faculty, or tutors in best practices, troubleshooting user problems, providing instructional worksheets, carrying out a variety of technical repairs, and implementing a fresh image for the computers each semester (IIC.9).

The CLRC Director, also Co-Director of Gateway, has also worked with the Executive Vice President, Educational Programs, the Dean of Educational Programs responsible for Humanities, and the Gateway Co-Director to bring Directed Learning Activities to SBCC, using Chaffey College's model as a prototype. During the summer of 2007 faculty from English, English Skills, and Math met to develop Designated Learning Activities (DLAs) to address the basic

skills needs of their students. Directed Learning Activities are guided processes directing students through the steps needed to complete tasks that reinforce skills required to succeed in their courses. DLAs extend classroom instruction into a tutorial environment, using a one- or two-page document that walks students through a sequence of learning activities that are mediated by a tutor. Subsequently, other faculty from the abovementioned departments as well as from Counseling, History, Computer Information Systems, the Sciences, ESL and the Online College have either developed DLAs or expressed an intention to do so. The results of these efforts are visible on the CLRC Web site under DLAs (IIC.10).



Self-Evaluation

The College meets the standard. The library collaborates with the entire learning community to build a collection that is sufficient in quantity, currency, depth, and variety, while collection development is informed by department level outreach, individual interactions, library faculty meetings, literature reviews and professional development activities. Students are encouraged to interact with the Library staff and provide ideas and suggestions. This type of interaction drives innovation and helps ensure that the Luria Library is a central learning environment both on campus and at a distance.

The library staff and the teaching faculty share responsibility for selecting materials for the library collection. As subject experts, faculty members have significant input in the selection of library materials within their subject areas. Analysis of the library holdings, based on the suggestions of the Association of College and Research Libraries, call for "each library...to choose its own peer group for the purposes of comparison." Currency is a critical area for student research needs, and emphasis is being placed on updating the collection – 67% of the collection is dated prior to 1987 (IIC.11). The library collection grew by 1,902 titles in 2005-06 and by 2,281 titles in 2006-07 when the College provided an additional one-time \$20,000 in funding. In 2008-09, the library budget received an augmentation of \$50,000 to address this need for currency and student success.

The collection is regularly analyzed, based on the Library Collection Development Policy (IIC.5), by all librarians, but especially by the Collection Development/ Faculty Outreach Librarian (hired in 2006), who has initiated campus-wide collaboration for collection development. In 2006, extensive dialogue occurred among the library faculty to review the Collection Development Policy to better reflect the needs of the students and the programs the College offers (IIC.12). Librarians select quality materials (i.e., books, periodicals, and subscription databases) both individually and as a group. They monitor and study database subscriptions in order to make future planning decisions. The library provides instructors with regular invitations to select and deselect materials for the collection through communication with the Faculty Outreach Librarian. Student learning needs and interests are monitored by book requests from faculty and students.

The extremely high use of the Reserve Textbook collection may indicate a relationship between library use and student success because without easy and affordable access to textbooks, students may not be able to complete their coursework (IIC.4).

The funding for collections has come from a combination of College general funds and state lottery funds. The College general funds, providing funds for books and print periodicals, has risen from \$67,050 in 1999 to \$90,372 in 2008, a 26% increase. The lottery fund allocation has typically been \$20,000 annually, with a one-time augmentation of \$25,000 in 2006 and another augmentation of \$50,000 in 2008. Telecommunications and Technology Infrastructure Program funds provide \$36,697 per year specifically for electronic resources.

The CLRC promotes student success by effectively providing a sufficient variety of services (i.e., tutorial support, tutor training, media access, computer access, learning skills workshops, self-paced instruction), and tools (i.e., Web sites, databases, handouts, tutor-mediated computers, computer classrooms, directed learning activities). The CLRC engages in ongoing open discussion among staff and through outreach to faculty to foster meaningful engagement and integration of all of its several components: tutorial support, media provision, and computer support. Modes of faculty outreach include faculty senate committee meetings, group and individual e-mails, formal and informal meetings with faculty, and collaboration on learning skills workshops, as well as specialized workshops, provided by CLRC staff for specific classes. The director and manager hold individualized weekly meetings with staff from the various service areas followed by a weekly meeting with the entire staff. These regular meetings help the staff assess progress in achieving long and short-term goals and maintain focus on the primary mission: student development of basic skills, both academic and affective. College policies foster community-building and self-reliance, and ensure that all handouts, activities, and policies are instructional.

The CLRC is in need of an interior upgrade to accommodate expanding tutorial and workshop space demands. The College secured funding through a local bond, Measure V passed in June 2008, which will help support this upgrade.

Planning Agenda

None.

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

Every student who utilizes the Library services, whether in person or from a distance, presents an opportunity for library faculty to provide instruction. The Library Reference Desk is staffed by library faculty during all open hours. In addition to in-person (walk-up) assistance, and telephone services, a recently adopted innovation allows users to communicate with library faculty through instant messaging. To access this service, users start at the Library Web site and enter a question into a chat box and it appears at the Reference Desk station. Text messaging, using a cell phone, is also available to students.

The library provides two types of instruction for students to develop information competency skills. The first is one-to-one instruction between a student and library faculty – either at the Reference Desk, or by telephone, e-mail, text messaging, or instant messaging. This approach gives students individualized instruction specific to their immediate needs. The second is classroom-based instruction which is usually conducted in conjunction with another discipline, such as English or History. Discipline-specific instructors typically work with one of the librarians to identify general student needs for information competency and methodologies to meet the goals and objectives for their classes. Exercises can include identifying differences between books, periodicals, and Web sites to evaluating the quality of material for credibility, reliability, relevance, and authorship. The library's classroom based instruction offered 109 classes in 2005-06 and 134 classes in 2006-07, reaching a total of 2,398 and 3,254 students respectively (IIC.4).

As librarians work with individual faculty, they explore possible resources available to students. This collaboration allows for a review of the collection and an exploration of free and fee-based electronic resources. Often as a result of this collaboration, library faculty members create a student friendly online document, using wiki software (an online collaborate word processing tool) that outlines the resources available and provides a guide for conducting research. Because the document is online and in a wiki, it can easily be modified as needs, circumstances, resources and student feedback prompt change.

Library 101 (LIB 101), Information Literacy, first offered in spring 2007, is a one-unit, transferable credit course taught by Library faculty (IIC.13). This course teaches "a variety of literacy skills for college students, including basic concepts of information, its organization, location, evaluation, and use. Students learn how to use print resources, electronic information retrieval systems, visual materials, and the internet in order to meet their information needs." In a typical semester, two online sections of the course are offered, both reaching maximum capacity. Methods for assessment of individual student's mastery of Information Competency are detailed in the course outline and the course maps to the College Institutional Student Learning Outcomes I, II, and V (IIC.14). The CLRC provides a broad constellation of instructional services for its users:

- Learning Skills Workshops, covering such topics as note taking, test taking, and learning styles (IIC.15). Recently these highly popular workshops have been expanded to a parallel series in the Gateway to Student Success Center and Writing Center workshops (IIC.16) offered in the CLRC. We intend to expand these next into the area of technical/ computer literacy workshops in an effort to fold technical literacy into SBCC's definition of "basic skills."
- Mandatory three-hour tutor training for all new tutors, covering student services, behavioral conventions (e.g., sexual harassment definition and policy), and basic tutorial pedagogy (IIC.17).
- Tutor Training 199 (TUT 199), a CRLA certificated five-week seminar for tutors that teaches learning skills, communication skills, learning styles, cultural differences in pedagogy, Socratic method, and anchors theory (e.g., Bloom's Taxonomy; Zone of Proximal Development) in practice (IIC.18).
- Tutorial support in the Computer Commons, including regular "homework-based" training sessions for computer tutors to keep them up to date on technical issues but also to develop a sense of purpose, acting as tutors, as opposed to just technical assistants, with students using the commons of Computer Assisted Instruction labs (IIC.19).
- Computer Assisted Instruction lab orientations for faculty and students, including our policies that encourage developing computer applications skills and building good habits of storage relative to document production and information gathering and sorting (IIC. 20).
- Writing Center Directed Learning Activity that encourages self-reliance and ownership of students' writing while building a concept of information competency (IIC.21).
- International student workshops to familiarize them with learning support services in the CLRC and elsewhere on campus as well as discussion of academic conventions in the American college system (IIC.22).
- Writing workshops for specific departments other than English are in ٠ the pilot phase, starting with Environmental Science, where CLRC offer a two-hour workshop on composition, which received positive feedback from the instructor and his students and also provided Writing Center staff with valuable information about how to enhance tutoring for writing in the sciences (IIC.23).

At Continuing Education, the multimedia centers house instructional programs and are operated by instructors and instructional aides. As a result, the information competencies are established for each course and/or program. Assessment of the information competencies is done by course and by instructional program.

For the multimedia centers in the Adult High School, GED, and Adult Basic Education program, competencies are established in the course outlines for each Adult High School, GED, or Adult Basic Education course subject. Students who complete the course have met the course competencies. Most Adult High School courses include assignments in information retrieval and usage. Teaching effectiveness in the Adult High School, GED, and Adult Basic Education multimedia centers is evaluated in the instructional Program Review through student satisfaction surveys and faculty evaluations by a faculty advisor. Major goals for improvement are set by faculty at quarterly in-services and by small faculty working groups throughout the term. Necessary changes are ongoing and are implemented throughout the term with a program-wide notification system.

Additionally, at Continuing Education's Computers in Our Future multimedia centers, competencies are established in the course outlines for each subject in basic computer skills. Instructors track class participation and attendance to determine if the information competencies are being met. Teaching effectiveness is assessed through student satisfaction surveys, participation in workshops, and comments to the instructors and program director. Major goals for improvement are set by a faculty team with director input during quarterly in-services and implemented at the start of each term through addition or elimination of workshops. Ongoing needs are monitored by a faculty committee and implemented throughout the term.

The College, through its Student Learning Outcomes (SLO) efforts, has transformed instruction, using more outcomes-based/skills-based criteria, many of which are measurable statistically, and all of which are developed with the institutional SLOs in mind. The CLRC has drafted SLOs for the TUT 199 class (IIC.24) and for the Writing Center (IIC.25) and Program Student Learning Outcomes for all services within the Cartwright Learning Resources Center (IIC.26). Student Learning Outcomes have a tremendous reciprocal value by providing students more focused and tangible guidelines for coursework, which in turn provides learning support faculty and staff concrete information to apply in their work with students. This effort is complemented by the DLA effort (IIC.10), which provides tools for measuring skills through interactive, tutormediated worksheets or projects.

The primary Institutional SLOs (ISLOs) to which CLRC SLOs are most frequently mapped include: I. Critical Thinking, Problem Solving, Creative Thinking, II. Communication, V. Information, Technology and Media Literacy, and VI. Personal, Academic, and Career Development. ISLOs I and II are closely linked with "information literacy" and are addressed in the CLRC through tutor training, and tutor practice, particularly in the procedures followed by the Writing Center. ISLO V, which most directly pertains to "information literacy," is supported through the CLRC training of computer tutors, where tutors are encouraged to not just fix problems but to help students expand their computer skills, in both the creation and gathering of electronic texts and resources. ISLO V is also mapped to Writing Center practice, where tutors and students have immediate access to writing and learning resources, referred to throughout this section, on the CLRC Web site.

Additionally, more specific to developing skills in "information competency," the College offers a co-requisite to Freshman Composition, College Research Skills, English 120 (ENG 120), authored by the Director of the CLRC and a former Director of Composition in the English Department (IIC.27). English 120 is a co-requisite course attached to Freshman Composition (English 110) that teaches basic research methods and strategies. Each section of this course is tied to a specific section of Freshman Composition, and as of summer 2008, testing of students is handled via computer in the CLRC.



Self-Evaluation

The College meets the standard. According to the College's Institutional Student Learning Outcomes 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." The College has a demonstrated commitment to student information competency with a graduation requirement of Information Competency (IIC.14).

Each of the following competencies is taught at the Reference Desk (both online and face-to-face), in the library classroom, and explicitly within the Library 101 credit course:

- 1. Select and evaluate the accuracy, credibility, and relevance of information sources. Use technology effectively to organize, manage, integrate, create, and communicate information and ideas.
- 2. Evaluate critically how media is used to communicate information through visual messages.
- 3. Identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.

Further, the library plays a critical role in meeting this requirement via ongoing dialogue with the English department, participation in the creation of the Institutional Student Learning Outcomes, and by providing a one-unit Information Literacy course taught by library faculty. The ISLOs are aligned with the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education (IIC.28).

The program to provide classroom-based instruction to students within other academic disciplines continues to grow. The College has a successful instructional program for students and faculty and may have difficulties in the future trying to meet the demand for both individual and classroom instruction that meets the needs of students across the curriculum. Student Learning Outcomes have been drafted for all levels of library instruction, including individual interactions. An assessment of those outcomes was conducted in fall 2008 with key findings listed below.

		-				
			Library 1	Instruction -	Basic	
		Above	Meets	Below	Unknown	Total Responses
	SLO1	84	23	1	4	112
	SLO2	93	0	11	8	112
	SLO3	93	0	19	0	112
	SLO4	78	0	13	21	112
	SLO6	73	34	2	3	112
		г	ibrary Inst	ruction – Int	ermediate	
		Above	Meets	Below	Unknown	Total Responses
	SLO1	28	7	0	2	37
	SLO2	29	0	0	8	37
	SLO3	29	0	8	0	37
	SLO4	26	11	0	0	37
	SLO5	28	6	2	1	37
	SLO6	28	5	0	4	37
		L	ibrary Insti	ruction - Inte	ermediate	
_		Above	Meets	Below	Unknown	Total Responses
	SL01	10	22	2	0	34
	SLO2	27	0	7	0	34
	SLO5	24	8	2	0	34
	SLO6	23	8	1	2	34
	SLO7	32	0	0	2	34
)	Reference		
		Above	Meets	Below	Unknown	Total Responses
	SLO1a	173	224	2	0	399
	SLO2	100	250	26	23	399
	SLO3	96	134	54	115	399
	SLO1b	61	29	2	307	399
	SLO1c	63	121	22	193	399

Table IIC.2

Student Learning Outcomes (SLO) Assessment

Planning Agenda None.

C.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 resources available via the Web 24X7, provide access to both traditional on-campus students and SBCC's growing distance education student body. This access has been a key development and goal of library services over the past three years. The starting point for students is the blog-based Library Web site where students can access electronic databases and books, initiate interlibrary loan requests, renew library books, review library account information, and contact library staff via e-mail, text messaging and/or instant message chat throughout open hours. The Library Web site, hosted on a campus virtual machine, was redesigned in summer 2007 to incorporate blogging software, wiki tools, instant message services, and SMS notification for announcements. The library automation system, SirsiDynix Horizon is hosted on two library servers providing staff access and Web access for students. Students' curricular needs are further supported with one videophone, one microfilm reader/printer, three photocopy machines, two networked black and white printers, three scanners, and one networked color laser printer.

The library is open 75 hours per week. The hours are Monday through Thursday from 7:30 a.m. to 10:00 p.m., Friday from 7:30 a.m. to 4:30 p.m., and Sunday from 1:00 p.m. to 9:00 p.m. During summer session, the hours are reduced but the library remains open late one day a week. As noted above, the library is not open on Saturdays.

The CLRC is open 64 hours per week and the Writing Center is open 49 hours per week during fall and spring semesters. The CLRC hours are Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 9:00 a.m. to 5:00 p.m. The Writing Center hours are Monday through Thursday from 9:00 a.m. to 7:00 p.m., Friday from 9:00 a.m. to 2:00 p.m., and Saturday from 10:00 a.m. to 2:00 p.m. During the summer session, the CLRC is open 40 hours per week and the Writing Center is open 31 hours.

The CLRC houses the Tutorial Center which assists in the budgeting, hiring, processing, scheduling, and training of tutors. Tutorial support for many disciplines is provided in the CLRC, particularly for the humanities. However, tutorial services are provided at several locations on the Main Campus: the Gateway to Student Success Center (for students enrolled in Gateway classes), the EOPS Tutorial Center (cross-disciplinary), the Math Lab, the ESL Tutorial Lab, the Biology Lab, the Astronomy Lab, and the Music Lab.

All of these locations, it should be noted, are connected pedagogically through mandatory tutor training. All new tutors attend a mandatory tutor training workshop led by professionals using a common set of instructional materials developed by the CLRC staff. All tutors are encouraged to take Tutor Training 199, a one-unit College Reading and Learning Association certificated seminar, and Gateway tutors are required to take the class.

In addition to tutorial services on the Main Campus, Continuing Education provides tutorial services in basic skills, elementary and secondary basic education, and basic computer skills through labs at the Schott Center and the Wake Center. During fall 2008, the Director of the CLRC met with Continuing Education staff to discuss their development of Learning Skills Workshops along the lines of those offered at the Main Campus. It is the intention of the CLRC to continue working with Continuing Education, sharing materials and strategies for basic skills tutorial support.

The Learning Center houses the Adult High School, GED, and Adult Basic Education program. Hours of operation are Monday through Thursday 12:00 p.m. to 8:30 p.m. and Saturday 1:30 p.m. to 4:00 p.m.

Computers in our Future Centers house the basic computer skills workshops. Hours of operation are as follows:

Table IIC.3

Computers in our Future Hours of Operation

Area	Hours of Operation
Schott Center	Monday through Thursday: 10:30 a.m. to 7:00 p.m.
	Friday: 10:30 a.m. to 6:30 p.m.
	Saturday: 11:00 a.m. to 3:00 p.m.
Wake Center	Monday, Tuesday, and Thursday: 10:30 a.m. to 2:30 p.m.
	& 5:00 p.m. to 7:30 p.m.
	Wednesday and Friday: 10:30 a.m. to 4:30 p.m.
Casa de la Raza	Monday through Friday 11:00 a.m. to 1:30 p.m.
Transition House	Monday through Thursday 5:00 p.m. to 7:30 p.m.



Special computer software is available at all stations to support all types of students and instructional programs. In the event that a student cannot be served by our centers, a system is in place for them to be referred by Continuing Education Student Services to DSPS.

The CLRC also maintains a Web site (IIC.29) that provides students learning support 24 hours per day seven days per week, regardless of their location, with links such as:

- Media Lookup: a database with all media holdings searchable by subject or title or class, and as of spring 2008 accessible from off campus.
- Writing Center: a Writing Center site with information, faculty referral forms, and a library of writing and critical thinking resources.
- Resources: descriptions of computers and applications available in the CLRC; Classes offered (Anthropology 121-126, self-paced and Tutor Training 199); calendar of learning skills workshops in the CLRC; Directed Learning Activities blog; and links to resources for teaching and learning, including learning styles assessment tools and a large compilation of learning tools, including the Student Hub Resource Matrix.
- Tutorial Center: a current schedule of tutoring; Gateway Program information; forms and requirements for tutors; tutor handbooks; tutor supervisor handbooks; online time sheet instructions and access; and user-support phone numbers.

Directed Learning Activities (DLAs): including a library of DLAs searchable by category (computer skills, learning skills, math, reading strategies, and writing) as well as resources for faculty developing DLAs, and unscripted video clips of DLAs being engaged with a tutor.

Currently the CLRC supports online students using asynchronous resources housed on the CLRC Web site, primarily through the Student Hub Matrix, which is a collection of Web sites selected by the Director of the Faculty Resources Center, covering topics related to composition from the global (i.e., formulating thesis statements) to the granular (i.e., correcting sentence-level errors).

Self-Evaluation

The College meets the standard. The online innovations have provided an environment where students, faculty, and staff can easily and directly communicate with library personnel and access most library resources (e.g., library catalog, e-books, online databases) from a distance and throughout the day or night.

Based on informal input from students visiting the library and in conversation with the Student Senate, the library made several changes to provide expanded accessibility to the physical library. Many students requested computer access before their 8:00 a.m. classes, so in 2006, the library expanded its hours by 30-minutes each morning. Also in 2007, the library added eight hours on Sunday. Due to budgetary constraints in 2008-09, the library is not open on Saturdays. There is some demand for Saturday hours and our Library Program Review (2009-2010) addresses this in the resource request.

Tutorial support for online students is currently under discussion in the District Technology Committee and was added to the Technology Plan as a goal for the next three-year increment of development. The CLRC has not adequately assessed online students' unmet tutorial needs.

The CLRC developed an Online Writing Lab (OWL) very early in the evolution of online tutoring, back in the late 90's. However, in 2006, staff decided to abandon it as it was technologically primitive and pedagogically flawed. This left us with a service gap because the OWL was our primary means of providing online tutorial assistance to writing students. It should be noted that the OWL was not popular, with only a handful of submissions coming in over the course of the semester. The OWL was asynchronous and though designed to maximize interactivity and a sense of personal responsibility on the student's part, nevertheless was most often used with the false assumption that the Writing Center was providing an editing service. Although our OWL students were asked to select a portion of their papers and then to formulate specific questions, the reality was that students "turned in" their work and expected tutors to "fix it" within 24 hours.

Consistency of service in the Writing Center has been greatly enhanced by the use of forms that students fill out and discuss with tutors throughout the tutoring process: e.g., a form filled out before the session that requires the student's skimming the paper, locating areas on which to concentrate, and then selecting from a checklist of standard options to further focus the tutoring session; and later a form filled out at the end of the session that records main points covered as well as "next steps." Both of these forms build self-reliance and a healthy "locus of control"-using counseling terminology-in the student.

The discussion is now focused on how we can best replicate this high-quality service in an online context, particularly the crucial human element that trained tutors foster with teaching skills that are student-based and therefore portable to a variety of educational or professional contexts.

Addressing the service gap left by the discontinuation of the OWL, the CLRC is planning to use Xythos, our campus file-sharing system, and Skype, or some other low-cost telephone service, in conjunction with Moodle, our online instructional platform. The Writing Center will then be able to provide tutoring to registered students (through their Pipeline log in). Xythos provides password protected file sharing available to all SBCC students, faculty and staff, so online students and tutors could make appointments for phone-based tutorial sessions, with the tutor and student looking at the student's paper together. This effort will be supported by existing Writing Center Directed Learning Activities and will apply comparable pedagogy to that currently used with on-site students.

In cooperation with the director and staff of the CLRC, Continuing Education plans to increase the availability of resource services at various locations by implementing the CLRC Learning Skills workshops at the Schott, Wake Centers and at the County Jails as part of enhanced offerings in Basic Skills.

Planning Agenda

By fall 2010, the Dean of Educational Programs, Technology and the Committee on Online Instruction (COI) will develop and administer a survey of online students to determine the support services students need to successfully complete their courses.

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

An alarm system protects the library facility and checkpoint magnetic detection gates with magnetic tagging protect the library collection from theft. Cameras are located throughout the library and can be easily monitored from the circulation area. Employees regularly circulate through the library to stay aware of the environment and identify any potential problems. Campus security makes regular rounds through the library and is available for escorting students to their vehicles.

Since the library uses blogging software on the library Web site, it requires constant surveillance to prevent content that may be inappropriate for the learning environment.

Self-Evaluation

The College meets the standard. Security is adequate. Maintenance of the library and CLRC, however, has not kept pace with the increased use and heavy traffic. Prior to the 2008-2009 Program Review, the library did not complete a Program Review in regards to maintenance; however, these problems were cited in the 2004-2005 CLRC Consultative Planning Process (IIC.30), which preceded the 2005-2008 Program Review. The CLRC upgrade is part of the maintenance projects scheduled and funded with Measure V bond funding.

C.1.d

Table IIC.3

Computers in our Future Hours of Operation

Academic Year	Total Number of Library Visitors
2005-2006	263,180
2006-2007	419,084
2007-2008	546,979

Average daily use of the library has increased by over 80% from 2005-2008 (IIC.31). Cleaning, trash collection, and other maintenance needs for the facility have been greatly impacted by this increase.

Building security in the CLRC is provided by Security Alarm Systems (SAS) with audible alarms, door alarms and motion sensors, after hours. The alarm activates a signal to SAS who then calls campus security over an emergency line. Fire security is provided by Simplex with heat and smoke detectors with audible alarms but is not connected to the Fire Department. Security sweeps the building each evening at closing. Security is excellent in terms of staffing and response to crises. SBCC's Security Director provides excellent leadership and regular hands-on attention.

Planning Agenda

None.

C.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

The library provides interlibrary loan services through a formal agreement with Online Computer Library Center (OCLC). This contract allows for the borrowing and lending of materials between the 69,000 member libraries. The Library received 180 interlibrary loan requests in 2006-07 and 247 in 2007-08 from within the SBCC community. In 2007-08 we loaned 201 items to other libraries in the cooperative.

The CLRC has no significant formal agreements of its own with external providers apart from the standard computer programs that are under Instructional Technology's or DSPS's purview.

Self-Evaluation

The College meets the standard. The interlibrary loan service is an essential component to the library offerings. It allows students to gain access to resources we may not normally have in our collection, particularly the more esoteric materials. Interlibrary directly supports student learning, particularly in regards to academic research. The process is seamless for students and works to ensure access to resources not held in our collection.

The Online Computer Library Center (OCLC) supports a combination of our cataloging subscription requirements and for resource sharing subscription between organizations. In recent years, these integral subscriptions have been paid from a trust account at OCLC. The cost for these services in 2008-09 was \$6,761. The varying cost of resource sharing from lender institutions is paid from our general operating budget. Because the trust account which affords this service has a diminishing balance, by the 2011-12 budget the College will need to plan for paying the annual subscription since the impound account will have been exhausted. The details of this need are stated in the 2008-2009 Program Review for the Library (IIC.32).

Planning Agenda None.

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

The library participates in the campus planning process and therefore it must justify its role in the learning community, particularly as it relates to budget allocation. The Library spent 2006-2008 developing Student Learning Outcomes for one-on-one instruction and the classroom-based instruction (IIC.33). In 2008-09, the library completed its Program Review as part of the regular Program Review cycle. The development of Student Learning Outcomes for library instruction is completed and the assessment cycle will begin in fall 2009.

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 (IIC.4).

Using CLRC's relationships with Academic Senate technology committees, ITC, and DTC, campus services are in an ongoing state of observation and refinement. All resources in the CLRC are recorded at check-in to Student Information Recording System (SIRS), our local database, which contains batched student records for all SBCC students. At check-in, students' class schedules are displayed, a class is selected as well as the resource (e.g., computer, media-based supplemental instruction, Writing Center, etc.), location, and time in/out. Therefore, the College can generate detailed reports, down to an individual's use of CLRC resources, in order to evaluate types and levels of usage and to validate required activities such as English 120 test completion or plus-hour activities (IIC.34).

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C.2

CLRC's tutor training course connects tutors with mentor teachers using a topicspecific form to guide and record discussion on a variety of subjects (IIC.35). All forms have an evaluative component, assessing what the tutor learned and how it may be applied to tutoring practice. As a result, instructors are receiving regular feedback from tutors regarding their tutors' interactions with students and TUT 199 course content. The course ends with a survey, asking for suggestions (including "likes and dislikes") for subsequent sections, and the class is revised after each semester (IIC.36). The course is also subject to the standard campuswide faculty evaluation practice. TUT 199 implemented SLOs during the 2007-08 academic year (IIC.24).

The CLRC Tutorial Center has created a tutor skills assessment form available at all tutorial locations on campus (IIC.37). This data is periodically collected and compiled to provide an overview of tutor support at the several remote locations of tutoring on campus: Math Lab, Biology, Modern Languages, ESL, Music, and Computer Applications.

The Writing Center uses forms and procedures that provide information (and develop both affective and learning skills in students and tutors) that are used to hone daily practice (IIC.21). As a partner of Partnership for Student Success, the Writing Center is charged, as is the entire PSS program, with validating effectiveness in improving student success.



The CLRC also conducts surveys of students and faculty, and uses results to modify the provision of support. This process needs to be formalized, however, so that CLRC can more easily compile data and survey reports, and use the results of these evaluations as the basis for improvement.

The learning support services at Continuing Education are evaluated under the corresponding instructional program through the program review process, student satisfaction surveys and student performance in course subjects. Completion of course assignments demonstrate the level of use, access and relationship of the services to intended student learning. Continuing Education student satisfaction surveys are also used to evaluate use, access and relationship. The instructional program review is conducted over the course of a term by a self-study team composed of faculty, staff and students.

Self-Evaluation

The College meets the standard. The results of assessing our Student Learning Outcomes and our Program Review are being used to evaluate our services and make improvements as needed. Additionally, the library has provided a comparative analysis of data from the 2004-2005 Program review with that of the 2008-2009 year's review.

The CLRCs coordination with major educational goals as indicated by the Mission Statement, departmental SLOs, and the Partnership for Student Success, assist it in finding the language to best design assessment instruments to measure its success and adjust practice accordingly. CLRC has conducted two annual reports for Partnership for Student Success, indicating a significant positive impact of the Writing Center on student success (IIC.38) which encouraged CLRC management and staff to find ways to expand practices to other areas of the campus (e.g., the Gateway to Student Success Center).

The CLRC will continue to work through the Academic Senate and its committees, and the Partnership for Student Success steering committee to develop strategies and resources in support of the College Mission Statement and in harmony with institutional SLOs as well as faculty and student perceptions of CLRC services and their effectiveness.

Planning Agenda

None.

References

IIC.1	Luria Library Student Usage Survey 2008
IIC.2	Library Survey http://library.sbcc.edu/2008/02/library_survey.html
IIC.3	College Mission Statement
IIC.4	SBCC Response to the Council of Chief Librarians Annual
	Data Survey 2007-2008
IIC.5	Luria Library Collection Development Policy
IIC.6	Cartwright Learning Resources Center Organization Chart
IIC.7	Partnership for Student Success Year One Evaluation
IIC.8	Disabled Student Programs and Services (DSPS), Computer
	Station Applications
IIC.9	Cartwright Learning Resources Center Software Image List
	Spring 2008
IIC.10	Directed Learning Activities http://sbcclearningresources.net/dla
IIC.11	Luria Library, SirsiDynix Horizon, Collection Age Report
IIC.12	Luria Library Meeting Minutes August 25, and
	September 14, 2006
IIC.13	Library 101 (LIB 101) Course of Study Outline
IIC.14	Santa Barbara City College, Institutional Student
	Learning Outcomes
IIC.15	Cartwright Learning Resources Center Learning Skills
	Workshop Series Fall 2008
IIC.16	Cartwright Learning Resources Center Writing Skills
	Workshop Series Fall 2008
IIC.17	Cartwright Learning Resources Center Tutor Training - Samples
IIC.18	Cartwright Learning Resources Center Tutorial 199 (TUT 199)
	Course Description
IIC.19	Cartwright Learning Resources Center Computer Tutor Computer
	Training - Sample

IIC.20	Cartwright Learning Resources Center Computer Assisted Instruction (CAI) Orientation Topic List
IIC.21	Cartwright Learning Resources Center, Writing Center Forms Operations
IIC.22	Cartwright Learning Resources Center, International Students Workshop Fall 2008
IIC.23	Cartwright Learning Resources Center Environmental Studies ENVST 200 Workshop
IIC.24	Cartwright Learning Resources Center Student Learning Outcomes (SLOs) for Tutorial 199 (TUT 199) Course
IIC.25	Cartwright Learning Resources Center, Writing Center Student Learning Outcomes (SLOs)
IIC.26	Cartwright Learning Resources Center, Program Student Learning Outcomes (PSLOs), All Services
IIC.27	Cartwright Learning Resources Center, English 120 (ENG 120) Course of Study Outline
IIC.28	Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education
IIC.29	Cartwright Learning Resources Center Web site http://www.sbcc. edu/learningresources
IIC.30	Cartwright Learning Resources Center Consultative Planning Process 2004-2005
IIC.31	Luria Library Gate Counts from 3M Electronic Counter at Library Entrance
IIC.32	Luria Library Program Review 2008-2009
IIC.33	Luria Library Department Meeting Minutes September 7, October 31, 2007 and November 15, 2008
IIC.34	Student Information Recording System (SIRS) Student Records
IIC.35	Cartwright Learning Resources Center Wk2-Faculty Sponsor Meeting Form
IIC.36	Cartwright Learning Resources Center Tutorial 199 (TUT 199) Course Evaluation Form
IIC.37	Cartwright Learning Resources Center Tutee Feedback Form (#6a and #6b)
IIC.38	Partnership for Student Success (PSS) Year 1 Evaluation; Year 2 Evaluation

Institutional Self Evaluation

Standard III: **Resources**



SANTA BARBARA CITY COLLEGE

10.1 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 Campus Diversity. Human resource planning is integrated with institutional planning.

A. Human Resources

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.

Descriptive Summary

Santa Barbara City College (SBCC) employs personnel for both the credit and Continuing Education programs on three primary sites. The credit program provides instruction by both regular faculty and adjuncts. The Continuing Education program provides instruction solely through adjunct faculty with the exception of four regular faculty members who serve as instructor/directors of four Parent/Child Workshops.

All employment at the college is overseen by the office of Human Resources and Legal Affairs consistent with law and Board policies and administrative procedures. Most hires are also processed through the office of Human Resources and Legal Affairs. Continuing Education non-credit instructors, hourly employees and consultants are processed through the Continuing Education Division with the office of Human Resources and Legal Affairs providing support to the Continuing Education Division to ensure uniformity of legally required processes related to employment.

Unless otherwise noted in this section, policies, procedures, and processes described apply to both the credit and the Continuing Education programs.

Board policies and administrative procedures developed through consultation delineate in detail the employment processes at the College. These policies affirm SBCC's commitment to fairness in the recruitment, hiring, and evaluation

A.1

process. Consistent application of these policies as overseen by Human Resources and Legal Affairs ensures that this commitment is translated into action. Any questions regarding application of policies related to hiring are directed to the office of Human Resources and Legal Affairs.

Hiring for all regular positions (i.e., faculty and staff) and for management positions, involves broad faculty and/or staff and management participation. Requests for credit faculty positions and corresponding supportive data for these positions are forwarded to the Academic Senate (IIIA.1). The Executive Vice President, Educational Programs and the area deans analyze positions and supporting data, such as FTES, enrollment trends, departmental goals and objectives, College Plan 2008-11 (IIIA.2), and present their input to the Academic Senate during the Academic Senate ranking process. The Academic Senate reviews requests and hears departmental presentations regarding requested positions, prior to ranking (IIIA.1). The Academic Senate's recommendations regarding priorities for faculty positions are submitted to the Superintendent/ President who approves, disapproves or modifies recommendations of the Academic Senate (IIIA.3).

Staffing and administrative support for educational programs is determined based upon the educational programs that are developed. There is a greater competition for the limited resources to support staffing for support programs of the College, but the resource ranking process has been developed to address these needs. The Operational Program Review process initiated in fall 2008 provides a more integrated approach to determining the level of staff and administrative support needed for the work of the college (IIIA.4, IIIA.5).

The determination of need for credit faculty positions is a consultative process (IIIA.6). The California Community Colleges Chancellor's Office determines the College's full-time faculty obligation which establishes the minimum number of new faculty positions to be added. The Executive Vice President Educational Programs, under the direction of the Superintendent/President, in consultation with the president of the Academic Senate, establishes a schedule for review and recommendation of new and replacement positions. Faculty departments consult, advise and assist in the determination of need for new or replacement faculty positions. Programmatic needs based on analysis of student demand, local workforce needs, and larger educational and occupational trends, determine the positions to be opened.

New staff positions are requested by supervisors through the Program Review process, and these requests are consolidated at the level of the area vicepresidents who prioritize and bring requests to the College Planning Council, the main institutional governance group, for discussion and ranking. These recommendations are advisory to the Superintendent/President.

Self-Evaluation

The College meets the standard. SBCC highly values education, and the community provides significant input regarding educational program development, whether through local business and cultural interests, or through the other educational institutions in the area. The members of the Board of Trustees are active in identifying programmatic needs. Various programs of the College have professional and community advisory groups that provide input as well. SBCC credit and Continuing Education programs (with some overlap) serve different populations of students. The process for determining programmatic

needs has been driven by the educational programs of these respective divisions with increasing collaboration between credit and Continuing Education to ensure best use of resources and to encourage and facilitate transitions from Continuing Education to credit programs. Both programs encourage faculty to develop pilot courses that test new programmatic needs.

The greater Santa Barbara community recognizes the value of the College in providing innovative programs that meet local business needs, enable new and reentry students to efficiently train and enter or return to the workplace with marketable skills, help the community engage in lifelong learning with an array of credit and non-credit self- enrichment courses, and enhance the cultural life of Santa Barbara.

The steady and successful emphasis on innovation creates employment challenges that the College has been able to meet through consultation, prudent management of resources and collaboration with our community. Our reputation for excellence and our beautifully situated and maintained campus draws job applicants from across the country and around the world.

Planning Agenda

None.

A.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. Senior faculty members 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

Basic hiring criteria for academic positions (i.e., faculty and educational administrator) are the Minimum Qualifications as established by the Chancellor's Office (IIIA.7). Additional criteria for new faculty positions are discussed in the development and ranking of requests for new faculty positions. Criteria are further refined by departments which have been given the opportunity to open a new tenure track position or recruit to fill a vacant one.

For classified staff positions, hiring criteria are delineated in job descriptions that were created through a college-wide classification study and salary survey for all classified, classified management and educational administrator positions. In 2004, the College hired Ewing Consulting Services to conduct this project. It had been nearly 30 years since a comprehensive classification study and salary survey work had been conducted at the college. These new classification descriptions include minimum education and experience requirements, knowledge and abilities required by the position, plus information regarding the working conditions, physical demands and potential hazards related to the position (IIIA.8).

Job descriptions are related to the College mission and goals. Consultation by the respective academic and staff groups for initial development and subsequent modifications of Board adopted job descriptions and the determination of new faculty positions through Academic Senate ranking process ensure that jobs meet the needs identified in the College Plan.



The Vice President of Human Resources and Legal Affairs is responsible for carrying out such recruitment and selection procedures as are necessary to seek out and secure the most qualified individuals to apply for vacant faculty, staff, and administrative positions (IIIA.9). This process is carried out in consultation with the Director of Campus Diversity, who is the College Equal Employment Officer. Annually and prior to the initiation of the process for hiring tenure track faculty, the Executive Vice President, Educational Programs, and the office of Human Resources and Legal Affairs, in consultation with the Superintendent/President, develop a timeline for hiring new faculty that is synchronized with the annual Southern California Chancellor's Office Job Fair (IIIA.10).

The Superintendent/President, the Vice President, Human Resources and Legal Affairs, the Director of Campus Diversity, and the Executive Vice President Educational Programs, lead a workshop for all academic deans and department chairs of academic departments that will be hiring new faculty in the coming hiring cycle (IIIA.11). Emphasis is on an inclusive, discrimination-free hiring process. Data from the previous year's process is discussed. Suggestions for the dissemination of job announcements and advertising sources are sought. Human Resources and Legal Affairs works closely with departments and the Director of Campus Diversity to identify discipline specific professional journals and outside recruitment avenues in which advertising should be placed to ensure that postings will reach diverse, qualified potential applicants. For example, The Director of Campus Diversity researched and compiled several detailed lists of diversity related resources (IIIA.12) that target broad audiences. Departments are given suggestions for long term "cultivation" of former students and colleagues from

other institutions where current SBCC faculty studied or worked. The Director of Campus Diversity provides relevant information to departments and encourages hiring departments to include her in department hiring meetings, discussions, and the development of interview questions.

In consultation with the administrative dean and Human Resources and Legal Affairs, the department chair prepares a job announcement that clearly states minimum qualifications and desirable qualifications (IIIA.13). The College requires that job announcements for all recruitments must include as a desirable qualification "experience working with the diverse academic, socio-economic, cultural, and ethnic backgrounds and disabilities of community college students."

Human Resources and Legal Affairs oversees and coordinates local and national advertising for all current openings for regular faculty, staff and administrative positions at the College at jobs.sbcc.edu, statewide in the California Community College system at www.cccregistry.org and on the Southern California HERC web site www.socalherc.org . Paper job announcements are prepared and mailed to approximately 80 schools, colleges and non-profit agencies with the intention of expanding our ability to reach underrepresented groups of applicants. Current openings are also advertised and promoted at the Southern California Job Fair. College Human Resource staff, the EEO officer, deans and department chairs attend the Job Fair. Special advertising can include professional journals and advertising targeted for diverse applicant groups.

Job related evaluation factors and interview questions which are consistent with the College Equal Employment Opportunity Policy are reviewed by Human Resources and Legal Affairs. Faculty committees are strongly encouraged to also consult with the Director of Campus Diversity about interview questions related to serving underrepresented populations (IIIA.14).

The selection committee for faculty positions is comprised of regular faculty members of the department and requires ethnic and gender diversity (IIIA.15). By relying primarily upon tenured faculty members to serve on selection committees, the College ensures that senior faculty members play a significant role in the selection of new faculty members. Although not required to include faculty, the composition of the selection committees for staff positions also requires ethnic and gender diversity.

Each hiring committee receives a legal/EEO orientation prior to the commencement of interviews (IIIA.16). All questions to be asked of candidates during classified staff or classified management interviews are reviewed and approved prior to use by the Director, Human Resources and Legal Affairs to ensure job-relatedness and a non-discriminatory inquiry and interview process (IIIA.17).

Questions to be asked of faculty applicants may be reviewed by the Director of Campus Diversity. Interview committees for staff positions are not involved with the paper screening process, but instead interview those applicants who are screened in for this purpose by the hiring supervisor of the vacancy. The role of the interview committee for staff positions is to select and refer three finalists (unranked) and one alternate to the hiring supervisor for a final interview. The hiring supervisor conducts the final interviews, checks references provided by the applicant, and informs Human Resources and Legal Affairs of their selection. Before applications for a faculty position are released to the hiring committee, an analysis of the candidate pool for that position is made by Human Resources and Legal Affairs. The area dean and Director of Campus Diversity participate in a discussion with Human Resources and Legal Affairs to determine whether that pool has the diversity that would be expected for said position (IIIA.18). In consultation with the Vice President, Human Resources and Legal Affairs, the Superintendent/President must approve the pool based on the diversity data before the hiring committee may review applications. Should the pool comprise insufficient diversity levels, the recruitment period may be extended to pursue additional advertising or recruitment efforts to yield a more diverse group of candidates (Please see A.4.b. of Standard IIIA for more information on levels of diversity in hiring pools).

Multiple processes ensure that qualified faculty members are hired at SBCC (IIIA.19). Faculty hiring committees are comprised of experienced (tenured, where possible) faculty in the discipline to be filled and in related disciplines. Any deviation from the hiring procedures must only be for good cause and approved by Human Resources and Legal Affairs. All search committee members must review cover letters, transcripts, letters of recommendation, and all other application materials submitted. Completed application materials are required. Faculty interview committees require applicants to demonstrate their teaching skills in mock or actual classroom lectures and through other learning activity demonstrations.

No courtesy interviews are granted to "internal" candidates. All candidates are selected for interviews based upon merit. For promotional staff recruitments, the CSEA Agreement (section 11.2) includes a "Permanent Employee Preference" which states "All persons involved in the screening, interviewing and selection process are encouraged to give preference to permanent classified service employees of the District, provided that education, experience, knowledge, and abilities of such employees are equal to those of non-District applicants" (IIIA.20).

All faculty hiring committee members must complete checklists and rating sheets for each candidate interviewed (IIIA.21). All committee evaluation notes and rating materials are collected and retained by the College in the event of challenges to the fairness of the process.

An applicant who does not meet minimum qualifications is required, as part of the application process, to submit a separate letter stating why the applicant believes that he or she qualifies for the position through equivalency (IIIA.22). All degrees and coursework are verified by Human Resources and Legal Affairs through official transcripts. All degrees must be from institutions recognized by U.S. accrediting agencies consistent with California Code of Regulations, Title 5, Section 53406. Human Resources and Legal Affairs requires that degrees from foreign institutions be independently evaluated in writing by an entity such as the International Education Research Foundation, Inc. to determine equivalency to a degree from a U.S. institution. Human Resources and Legal Affairs determines that Minimum Qualifications have been met by verifying through the "Accredited Institutions of Postsecondary Education" that degrees are from an institution accredited at the time the degree was awarded. Equivalencies not based on an awarded degree from an accredited institution must be determined and attested to by an educational administrator of the College. Degrees and course work from non-accredited institutions may not be used to establish an equivalency. A standard form, Faculty Minimum Qualifications, must be completed for any faculty employed by the College (IIIA.23). This form clearly states the basis upon which the faculty applicant meets Minimum Qualifications or the basis for the determination that the individual qualifies through an equivalency. Periodic training by Human Resources and Legal Affairs is provided to deans and department chairs in evaluating training and experience for equivalencies (IIIA.24). In order for a faculty applicant who qualifies through an equivalency to be approved by the Board of Trustees, a statement of the basis for the equivalency must be provided as part of the Board agenda. The College has a long practice of discouraging approval of tenure track faculty hiring by equivalency where there are equally gualified individuals who meet the standards through Minimum Qualifications. The number of tenured or tenure track faculty hired through an equivalency is estimated to be less than 12 out of 265 regular faculty. In recent years, SBCC has required that official transcripts be sent to Human Resources and Legal Affairs directly from the degree granting institution. All hiring of faculty is contingent upon verification by official transcripts.

Deans must check references for all faculty finalists. For faculty positions, at least three unranked finalists are interviewed by the Superintendent/President who discusses with the department chair (or chair of the selection committee) and the appropriate administrative dean the qualifications of the recommended finalists. The Superintendent/ President meets with the Executive Vice President, dean and department chair or chair of the selection committee to discuss the final selection before an offer of employment is extended. If a candidate is to be appointed, the Superintendent/President makes a recommendation of the best qualified candidate to the Board of Trustee (IIIA.25). All questions about process or qualifications are referred to Human Resources and Legal Affairs.

Adjuncts for the credit and Continuing Education programs must meet Minimum Qualifications; however, a simpler selection process is utilized for adjunct hiring by credit department chairs or Continuing Education administrators, as both are able to select adjuncts directly. Periodic advertising of the need for adjuncts produces a collection of resumes from which the chairs or administrators may select.

Continuing Education Division follows a procedure that encourages an increase in applicants and hires from underrepresented groups. Continuing Education receives many applications to teach, and advertises periodically when needs arise. Newspaper ads and the College EEO mailing list are implemented to announce part-time teaching opportunities. Applications are sent out on request. Applicants for administrative and staff positions are identified and tracked through the employment process. Program directors are encouraged to employ qualified individuals from underrepresented groups. At the end of each academic year, an annual report is issued indicating the means of promotion, total number of applicants, number of individuals who have applied from underrepresented groups, and number of individuals from underrepresented groups who have been employed (IIIA.26). Most often, the extensive and vigorous Continuing Education presence in the community, compounded by its excellent reputation, attracts numerous diverse applicants to the College. Selection of candidates for Continuing Education adjunct faculty temporary contracts is made by the program directors and the Vice President of Continuing Education, in accordance with nondiscriminatory procedures. The curriculum program directors are responsible for ensuring that contract and/or hourly faculty members meet the minimum qualifications for the discipline in which they are hired, or possess a valid credential for the discipline, or possess qualifications which are equivalent to the state minimum qualifications.

Certificated applications are available in the Office of Vice President of Continuing Education, as stated on the Continuing Education pages of the College Web site. Applications with course proposals are submitted either directly to the area program director or dean, or to the Vice President's office and immediately forwarded to the appropriate administrator for review and consideration of the applicant's qualifications, and to determine if the course proposal would be a good fit in the program for the upcoming term. The criteria for selection of new instructors include knowledge of the subject matter or service to be performed, teaching and other relevant experience and scholarship. Transcripts are obtained, along with appropriate certification and/or licenses, and work experience is verified by the hiring Continuing Education director.

Candidates for temporary positions in the Continuing Education Division are interviewed by administrators/managers as appropriate. Names of candidates are forwarded to the Vice President of Continuing Education and the Superintendent/President for approval. The Vice President and the Superintendent/President either approve the proposed candidates and forward the names to the Board of Trustees or disapprove and refer these recommendations back for reconsideration.

Although Continuing Education instructors are hired on an hourly, temporary basis, it is important that Continuing Education employment policies and procedures follow those of the credit division, assuring that hiring practices are fair and standard for all applicants, and that instructors meet the highest criteria of excellence.

Self-Evaluation

The College meets the standard. The College takes its opportunities to add faculty and staff very seriously. The philosophy of advertising broadly, interviewing and scrutinizing in depth and hiring top talent, has served this institution well as evidenced by its demand with potential employees, both faculty and staff, and with students as an outstanding post-secondary institution of learning. The College does not hire just to fill a vacancy. Hiring committees know that the College is willing to offer a temporary contract and go out a second year if a candidate meeting SBCC's high standards cannot be found. At the other end of the hiring continuum, evaluating for permanency, the College takes seriously the need to meet its standards. A good example is the fact that in the current state budget crisis, the Superintendent/President has offered assurance to managers who might otherwise have to choose between a less than adequate probationary employee and an unfilled position, that positions may be reopened.

A long-standing preference that tenured faculty positions be filled by individuals who meet Minimum Qualifications through degrees rather than equivalencies has set a high standard for the quality of instruction, innovation, and for model programs developed by faculty and administrators. Many of our adjunct faculty members are practitioners who work in our community and teach in their areas

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of expertise and share their rich practical experience. The College has retired judges, practicing attorneys, the Chief of Police, professional artists and writers, professional journalists, scriptwriters, and filmmakers bringing their unique experiences to our students.

SBCC staff and faculty hold positions of leadership in statewide and national professional organizations and shape and influence community college education beyond the sphere of the College.

Planning Agenda None.



A. 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

Regular written evaluations are required for all credit faculty including adjunct instructors (IIIA.27), all regular classified staff, both full- and part-time (IIIA.28), and all College administrators (IIIA.29).

The evaluation of contract, regular and adjunct credit faculty is delineated in policies and procedures developed through consultation with the Academic Senate and are Board approved (IIIA.30). The process is managed by the office of the Executive Vice President, Educational Programs through the area deans. Policies and procedures address the evaluation instruments, the frequency of evaluations, and the composition of evaluation committees (IIIA.30). Evaluations include information from student surveys, self-assessments by the faculty

member, classroom observations by peers and input from college administration. Evaluation instruments are coordinated with checklists of responsibilities for various faculty positions (IIIA.31). Teaching faculty will have different responsibilities from non-teaching faculty, for example.

The designation of Master Teacher was developed through consultation with the Academic Senate and affords a less frequent evaluation cycle for faculty who meet the specific standards required to attain this exemplary designation.

The evaluation instrument developed through consultation outlines the criteria for evaluation. College Performance Criteria require that faculty demonstrate expertise in academic discipline and/or area of assignment; effectiveness in teaching and/or performance of job; availability to students and colleagues; responsibilities to the College community and the institution's goals and policies; professional growth. Specific timelines and frequency of follow-up evaluations for faculty receiving a "Needs Improvement" or "Unsatisfactory" rating are also delineated in policy. The office of the Executive Vice President of Educational Programs, through deans, ensures that this process is followed with the goal of setting timelines for completion of activities to improve performance with agreed upon measures of success and feedback.

Staff evaluation follows the negotiated process outlined in the collective bargaining agreement with CSEA. Article 15, is a negotiated schedule of performance evaluations for classified employees (IIIA.32). The standardized evaluation instrument for classified staff, Appendix D of the collective bargaining agreement, was also developed through the negotiation process (IIIA.33). Effective staff evaluation has been an area of shared mutual interest and concern to CSEA and the College. This strong collaboration ensures that evaluations are timely and meaningful (IIIA. 34).

Human Resources and Legal Affairs oversees the process for evaluation of staff and ensures that evaluation documents are provided to the reviewing manager a month before they are due. Reminder notices are sent to the immediate supervisor and there is an escalating distribution list that includes upper level management and the classified bargaining unit president, depending on how overdue the evaluation is. This process of written reminders copied up the chain of supervision and including the Superintendent/President began in May 2004. It has been effective in securing past due evaluations and ensuring more timely evaluations going forward.

Ratings of "Marginal" or "Unsatisfactory" for staff must be supported by helpful, specific descriptions of performance or behavior that needs improvement. Specific suggestions from the evaluating supervisor to aid employees in improvement are also required. This negotiated approach was intended to encourage improvement of staff performance and include the manager as having a role in the improvement plan.

The purpose of the management evaluation process is to assess the performance of managers as they carry out their assigned duties and responsibilities, and to assist them in their professional development (IIIA.35). The written management evaluation process, developed through consultation, includes a self-evaluation, client survey (IIIA.36) and supervisor assessment. The management evaluation process was revised in 2006, to encourage managers to promote staff development and evaluate subordinates in timely fashion. It was again revised in 2007, to
ensure that managers assume responsibility for having their staff work within Board approved job descriptions. A series of reminder notices similar to the process described above for staff evaluations is used to promote timeliness.

New Continuing Education adjunct instructors are evaluated by their program directors. In some programs such as Adult High School (AHS) and English as a Second Language (ESL), lead faculty members conduct the evaluations. Instructors are also evaluated by their students as shown on page 25 of the Continuing Education Faculty Handbook (IIIA.37). Since 2002, a new evaluation form and evaluation plan was developed in consultation with the Vice President of Continuing Education, deans and directors. This process includes observation of the instructor's teaching and interactions with students, completion of the evaluation form by the director or lead instructor, a student survey, a meeting with the instructor to discuss the results, provide comments, and make suggestions for improvements if needed. Follow-up evaluations have also been conducted periodically, depending on the instructor and/or area of instruction. In conjunction with the Continuing Education Division's Curriculum Oversight Committee (COC) that was initiated in August 2008, a working group to establish a more formal and consistent faculty evaluation process is being developed (IIIA.38). All classes and instructors offering Continuing Education units are evaluated by students receiving credit.

Evaluations of Continuing Education faculty have been valuable for assessing and retaining excellent instructional staff, as well as, on occasion, for deciding not to reassign instructors who did not meet performance criteria, or failed to improve after receiving an unsatisfactory evaluation. The evaluation process is being modified by Continuing Education administrators to ensure that adjunct instructors who teach term after term on a regular basis will be evaluated using a new standardized form, according to a predetermined schedule.

The Vice President of Human Resources and Legal Affairs personally provides orientation training for all new college managers and supervisors. Timely evaluations and the assistance available to evaluate staff are specifically emphasized in this training. In addition, Human Resources and Legal Affairs has provided hours of one-on-one training with supervisors and managers and the College promotes external training programs that assist managers and supervisors to maximize the effectiveness of staff and management evaluations. The Director, Human Resources and Legal Affairs reviews all staff evaluations to ensure that managers have followed the required process and that meaningful feedback within evaluation guidelines has been provided.

Human Resources and Legal Affairs tracks evaluations of staff and classified managers for timeliness and follows up with supervisors who need a reminder. The Office of the Executive Vice President Educational Programs tracks the progress of faculty and educational administrator evaluations. The Superintendent/President receives a copy of all completed administrators, classified managers, supervisors and permanent faculty evaluations.

One new initiative begun in spring 2009 is the specific training of faculty department chairs in the classified performance evaluation process. The responsibility for supervising classified employees is included as an administrative responsibility of faculty department chairs. Because faculty department chairs serve on a rotating basis, in order to best support a systematic process, it is important to provide this specific training on a regularly scheduled basis.

The Director, Human Resources and Legal Affairs is now included in the schedule for the "New Department Chair Orientation" which is arranged by an Educational Program dean on an annual basis. To bridge the previous gap that existed, the Director contacted the incoming department chairs who had already attended this annual training for the 2008-09 year and provided this training on an individual basis (IIIA 39).

Self-Evaluation

The College meets the standard. Evaluation processes differ for different employee groups (i.e., faculty, management and staff). The College is committed to providing timely and effective performance feedback to employees, which is intended to encourage their improvement and, ultimately, improve the quality of the learning environment for our students. The efforts made and continuing to be made in this area are resulting in a more systematic approach by those responsible for evaluating others, plus a better understanding and acceptance of the value of this important responsibility. Results from the Workplace Environment Assessment, administered in fall 2008, show in Tables 14 a and b that while 65% of the respondents somewhat agree or strongly agree that evaluation processes at SBCC improve the quality of their job performance, 31% of regular faculty and 35% of managers do not think that evaluation processes at SBCC improve the quality of their job performance (IIIA.40).

Planning Agenda

Monitor on an ongoing basis the efficacy of performance review processes for all employee groups and make changes, as needed.

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

As a result of engagement in the self study process, the Faculty Evaluation Checklist developed by the Academic Senate now includes Student Learning Outcomes (IIIA.31).

Self-Evaluation

The College meets the standard. The faculty evaluation process includes accountability of faculty in the development and assessment of Student Learning Outcomes for all courses at SBCC. On October 1, 2008, the Academic Senate approved the modification of the full-time and adjunct Faculty Evaluation Policy. The faculty evaluation checklist was modified to ensure that all faculty assess and report student learning outcomes as well as analyze student learning outcomes data in order to identify and implement improvements.

Planning Agenda

None.

A.1.c

A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College has written policies that provide standards for ethical conduct of its personnel to encourage them to conform to ethical standards of conduct as stated in federal and state law and professional educational organizations. These policies also delineate processes for resolving internal disputes in a collegial and ethical manner.

The Board of Trustees sets standards for the conduct of its own members through its Code of Ethics (IIIA.41). Additionally, the Board prohibitions against divided loyalties (i.e., financial interest in contracts, holding incompatible offices, etc.) and the requirements of disclosure of certain economic interests are addressed in Board Policy 2710 and Administrative Procedure 2710 Conflict of Interest (IIIA.42) and Administrative Procedure 2712 Conflict of Interest Code (IIIA.43) embodies the institutional Conflict of Interest Code required by California law. After an extensive review at Board Study Sessions in fall 2008 and at its regular meeting on October 30, 2008, the Board significantly revised its own Conflict of Interest Policy and Code of Ethics. Subsequently, it authorized the Superintendent/President to significantly revise the institutional code to expand the enumerated list of College administrators required to report and increase the mandated reporting categories. This revised code, now codified as Administrative Procedure 2712 Conflict of Interest Code, was submitted to the Santa Barbara County Board of Supervisors for review and endorsement as required by law, and was approved by the Board of Supervisors on February 17, 2009.



A number of policies address aspects of ethical conduct for specific groups. See Table 1 below. While these policies and rules provide guidance so that internal disputes may be resolved through a collegial and ethical manner, collectively, these documents fell short of having the influence and impact of a College code of ethics for all personnel. In fall 2008, through the College Planning Council, a single College code of professional ethics applicable to all employees was developed as the collective recognition that the ethical conduct should be the common denominator of employee understanding and agreeing about behavior and conduct in the workplace. That Code of Professional Ethics, approved by the College Planning Council on March 3, 2009, is linked with the College Mission Statement and Core Values in appropriate College publications.

Table IIIA.1

Policies, Classified Rules and Regulations that Address Ethical Conduct

Faculty	 Board Policy 2524 addresses professional conduct that guides faculty in their relationship with students and defines the faculty-student relationship as one of "professional and client" (IIIA.44). Board Policy 2525 addresses a range of incompatible activities that faculty must avoid (IIIA.45). Board Policy 2520 affirms academic freedom and contains a link to the AAUP statement on professional ethics (IIIA.46). The standards and principles described in the AAUP statement were formally endorsed as a statement of philosophy by the SBCC Academic Senate in 2005.
Classified Staff	Rules and Regulations 1620 describes incompatible activities that classified staff must avoid (IIIA.47). Rules and Regulations 1561 enumerates "discourteous treatment of the public or of fellow employees, or any other willful failure of good conduct tending to injure the public service" as bases for disciplinary action (IIIA.48).
Non-Credit Faculty	A written code of professional ethics is provided in the <i>Faculty Handbook on</i> pages 15 and 33 (IIIA.37).
Continuing Education	Faculty Grievance Policy (IIIA.49) for faculty and educational administrators. Complaint Policy 1700 and related MOU for processing classified manager and staff complaints (IIIA.50).
College Wide	Board Policy 7310 addresses the college-wide prohibition of nepotism (IIIA.51). Board Policy 3430 outlines the prohibition of sexual harassment and discrimination (IIIA.52).

Self-Evaluation

The College meets the standard. SBCC welcomes lively discussion regarding the manner in which we interact within our educational community.

The college-wide effort on behalf of the Measure V Bond in spring 2008 was an occasion for significant campus-wide engagement on the subject of appropriate conduct for government employees related to the use of public resources. We were challenged to manage ourselves as we dealt with the distinction between education, a permissible use of public resources and advocacy, an impermissible use, in order to uphold the trust of our community.

The Board's review and significant revision of its Conflict of Interest Code and Code of Ethics raised the level of awareness of the importance for self-monitoring of College related conduct guided by ethical principles.

The discussions of a code of professional ethics for all employees at the College Planning Council meetings generated thoughtful debate regarding College culture and standards with all groups fully engaged.

The true measure of our self-regulation through ethical principles, respect and sensitivity toward others, is reflected in the climate on our campuses. The 27th Annual Faculty Lecture was given in 2005-06 by James Chesher, Professor of

Philosophy, who was selected by his peers for outstanding teaching and unselfish dedicated service to the College. He chose as his topic "Dusting off the Moral Compass" (IIIA.53). One especially appropriate conclusion from his lecture to our campus community:

In its broadest sense, education is the preparation of an individual for seeking fulfillment in community with others. This is essentially a moral goal, requiring that we pay due regard to our common human needs and respect to each person's right to self-determination. This is what we find when we dust off the moral compass.

Planning Agenda

None.

A.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

The overall administrative organization of the College is decided by the Superintendent/President with the approval of the Board of Trustees (IIIA.54). Within vice presidential areas or College divisions, the administrative structure is developed by recommendation of the vice presidents in consultation with the Executive Committee and the Superintendent/President, subject to approval by the Superintendent/President. Resource allocations for all new positions that require additional allocations from the general fund are identified through the program reviews and follow the consultative process with the College Planning Council.

Modification of job descriptions, including jobs of managers, requires the approval by the Superintendent/President (IIIA.55). All job descriptions and subsequent modifications are Board approved.

In 2004, the College hired Ewing Consulting Services to conduct a college-wide classification study and salary survey for all classified, classified management and certificated administrator positions. As mentioned earlier, it had been nearly 30 years since comprehensive classification study and salary survey work had been conducted at the College. After negotiating with CSEA a three-year phase-in of salary changes as a result of the salary survey, the College implemented phase one of Ewing's recommendations beginning July 1, 2005 (IIIA.56). The final phase of these salary changes was effective July 1, 2007.

Although this study did not concern itself with staffing levels or workload issues, in some cases, the internal relationships between positions changed. In other words, there were situations where a position that had been paid at a higher salary range than another position reversed, resulting in the previously lower paid position being compensated at a higher level. The College accepted and adopted many recommendations made by Mr. Ewing as a part of this study. As examples, these recommendations included organizational changes, including the hierarchy of administrative assistant support, the single level of laboratory technician support, and the single level of dean and vice president.

As of May 2009, all divisions of the College, including operational units, had completed program reviews. These reviews signaled a shift by the College to a more uniform and systematic process for developing division specific goals and identifying the resources including staffing needed to achieve those goals. The program review process was designed to involve all levels of College employees to ensure the best thinking, buy-in and understanding of the challenges ahead. This shift emphasizes consideration of both immediate and longer term goals and resource planning, and links each division's goals to the mission and major initiatives of the College as delineated in the College Plan. The early identification of resource needs supports integrated planning for management and allocation of existing resources and strategies for acquisition of additional resources. The College Planning Council will continue to be the major consultative body to recommend allocation of new resources to the Superintendent/President, but the program review process will ensure that all recommendations are based on an explicit understanding of how specific resource requests support strategic and efficient College planning.

We continue to be challenged by our dependence on short-term hourly staff and student workers. During fiscal year 2005-06, we employed a total of 1,350 short term hourly staff. During fiscal year 2007-08, that number had been reduced by 67% to 806 short-term hourly staff. Correspondingly, the number of part-time student workers has increased over this time period. This increase can be attributed to the establishment of the "student employment office" in fall 2006, and the commitment to separate our student workers from the ranks of the short-term hourly staff. Creation of this centralized process for hiring students has been considered a success as students have less "shopping around" to do to find a job on campus and processing is more accurate and consistent.

In 2007-08 we increased our student workers by 27% from academic year 2006-07 (i.e., 1,734 from 1,366 student workers, respectively). An argument could be made that our commitment to student employment, as evidenced by this data, contributes positively to student success and student learning outcomes. These students have the opportunity to work part time on campus in a vocational area of interest while they continue their education. The program review process and Human Resources and Legal Affairs' on-going evaluation of hourly and student hiring is necessary to guarantee the best allocation of resources.

Staff changes have required reassignment of responsibilities for some Continuing Education staff members. Reorganization of areas of administrative responsibilities was determined to be necessary in order to provide the administrative and technological services necessary to support Continuing Education's mission and purposes. It is expected that this reassignment of duties and responsibilities will be adequate, at least in the short term. The ongoing transition to a new information system has contributed to increased work loads for some of the staff members, who attended a significant number of meetings and training sessions to accomplish the division's goals. As the College successfully competes for grants, it needs to more carefully regulate categorically funded management positions and higher level consulting positions to ensure consistency with the basic management structure (i.e., responsibilities and compensation) of the College.

The College conducted operational program reviews in all non-instructional areas during 2008-09. As part of this review, the units have established metrics to measure and assess performance in non-instructional areas. Establishment of these standards of performance will help guide the College's efforts going forward by allowing each unit to identify which areas are working well and which areas are in need of improvement. The process of the operational program review bridges the gap that did exist between institutional planning, particularly in non-instructional areas, and staffing decisions.

In the Continuing Education Division, the program review process pointed the need for regular and systematic assessment of staffing levels. Recent implementation of a Web based registration system is changing business processes (e.g., from scheduling to catalog production to payroll to registering students) and is the impetus to reevaluate job processes and explore staffing needs after implementation.

A key indicator of the expertise and quality of our employees is the longevity of our faculty, staff and educational administrators. Longevity lends stability and consistency to the College environment, and results in a high quality of educational experience for our students.

- More than 52% of our permanent faculty members have been with the College 10 years or more. Nearly 23% have 20 years or more of service to the College, and 6% have 30 years or more. The two most senior faculty members at SBCC have 42 and 44 years of service to the College.
- More than 70% of our classified and confidential staff have five years or more of service to the College. Almost 40% have more than 10 years of service, and nearly 16% have more than 20 years of service. Our most senior staff member has been at the College 44 years, coincidentally matching the length of service of the permanent faculty member mentioned above.
- Nearly 43% of our educational administrators have 10 years of service or more, and almost 24% have 22 years of service or more. Our most senior educational administrator has been with the College in various capacities for 33 years.
- Of our classified managers, 85% have five years of service or more to the College, 40% have 10 years or more, and 12.5% have 20 years of service or more. Our two most senior managers have 25 years of service to the College (IIIA. 57).

SBCC permanent faculty includes 64 with doctorates, representing 24% of this population. The current group of adjunct faculty includes 14% with doctorates. Although limited in number, 38% of our educational administrators have doctorates. Fifteen percent of our classified managers have doctorates. It is important to understand the significance of these data. With only one exception where a Juris Doctor is required, none of our positions require this advanced level of study and education. However, as the data indicate, in many cases our faculty, staff and administrators exceed the standard requirements for their position. As a result, our students benefit greatly by this superior educational experience (IIIA.58).

The College management group preparation, experience and expertise are attested to by the extent to which they are active in their field of specialization outside of the College, representing SBCC at the State and local levels. These individuals hold important offices on statewide committees, are the recipients of awards from statewide organizations, and are invited to participate on panels and speak at conferences. This level of involvement and dedication provides widespread visibility for SBCC as a whole and affords our managers the opportunity to participate in shaping important issues as they evolve at the State level.

Following are just a few examples. Dr. Andreea Serban, Superintendent/President, a published author and speaker at many regional, state, and national events, is the past president of the Research and Planning Group of California Community Colleges, past chair of the prestigious Publications Committee of the Association for Institutional Research, and a current member of the Action Planning Groups for the implementation of the basic skills and intersegmental transfer components of the Statewide Strategic Plan for California Community Colleges. She is also an associate editor of Planning for Higher Education, the journal of the Society for College and University Planning, and the executive editor of the Journal for Applied Research in the Community College, the journal of the National Community College Council for Research and Planning.

Brad Hardison, Financial Aid Director, is the current president elect for the California Community Colleges Student Financial Aid Administrator's Association. Shelly Dixon, Professional Development Center Coordinator, holds the office of secretary of the Executive Board for the California Community Colleges Council for Staff and Organizational Development. Dr. Jack Friedlander, Executive Vice President, Educational Programs, served two terms on the Executive Board for the California Community Colleges Chief Instructional Officers Association and is currently a member of the Executive Board for the California Community Colleges Chief Student Services Officers Association.

Judy Osterhage, Foster Care Education Coordinator, was given the Award of Appreciation for Dedication to Foster Youth by the Foundation for California Community Colleges in 2008. Brad Hardison, Financial Aid Director, received the 2007 California Community Colleges Association for Student Financial Aid Administrators' Segmental Award for California Community Colleges for his leadership and work in financial aid at a statewide level.

Self-Evaluation

The College meets the standard. Program reviews increase the correlation between institutional planning and staffing decisions to provide an improved methodology for maintaining the appropriate level of faculty and staff required to maintain the depth, breadth and responsiveness of our demonstrated quality programs. As new programs are developed, resources can be allocated to provide support staff in conjunction with this planned growth. Workload issues and workspace issues can be anticipated and addressed, to maintain high morale because employees have the tools needed to succeed.

Planning Agenda

None.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The College has developed a schedule for comprehensive review of all Board Policies. It is estimated that this review cycle will require two to three years to address all policies. This schedule was recommended by the Superintendent/ President to the Board at a Study Session held August 14, 2008 when Dr. Serban outlined major initiatives of her first year as Superintendent/President (IIIA.59).

All policies by which the Board regulated itself and several General Institutional Policies: Organizational Structure, Accreditation, and Institutional Planning were reviewed, revised or developed. All proposed policies and several procedures were discussed at the Board Study Sessions from August to December of 2008.

The College is in transition from written policies maintained in binders with limited distribution to electronic posting of policies and related procedures on the college Web site (IIIA.60). These policies and procedures can be found at www.sbcc.edu/boardoftrustees, a portion of the College website dedicated to information about the Board of Trustees. The policies are also in transition as to format. The old format had multiple policy and procedures combined without distinction into lengthy documents. Locating a specific policy could be time consuming and policies/procedures that were applicable college-wide might be codified with different numbers in different topical collections of merged policy/ procedure. In addition to posting of policies on the Web site, printed copies of selected critical policies are included in new employee packets and employees sign that they have received these policies (IIIA.61). Board Policy 3430 Prohibition of Discrimination is distributed in its entirety to all regular faculty, staff and administrators (IIIA.52). An English/Spanish synopsis is distributed to all student and hourly college employees (IIIA.62).

The College subscribes to the California Community College League Model Policy Service and has adopted the format of designating policy as distinguished from procedure, creating topical headings that permit ease of access for locating a specific policy or procedure, and provides focus for each separate topic. The "legislative history" of policies and authorizing statutes and regulations are noted when possible for ease of research and interpretation. Many College policies have not been reviewed for several decades and must be brought into legal compliance. Consultation is observed in developing policies of concern to the College constituency groups.

A new college-wide policy committee, Board Policy and Administrative Procedure Committee (BPAP), created by the Superintendent/President and representing all constituency groups, has been charged with identification of and recommendations for all policies legally required by State and federal law and the Accreditation Commission. BPAP maintains a systematic and periodic review of all existing college policies to ensure that they are legally current and in accordance with the provisions of Title 5 of the California Code of Regulations. Reporting to the Superintendent/President, the committee will be the consultative body for policies and procedures. Commencing in February 2009, the committee is comprised of 3 administrators, 3 members appointed by the Academic Senate President and approved by the Academic Senate, 3 members appointed by the California School Employees Association and a student appointed by the Student Senate. The three administrators are the Vice President of Human Resources and Legal Affairs who serves ex officio as the committee chair, a second administrator appointed by the Superintendent/President, and a dean recommended by the Dean's Council. Agendas will also be provided to the president of the Continuing Education Instructors' Association who is encouraged to attend as the need arises. The committee is charged with developing a schedule to address existing gaps in policies, a process for on-going review, and a process for assisting with new policy development. Priority will be given to policies and procedures that do not currently exist but have been identified as legally required and to those that are currently identified as legally inaccurate or that need reconciliation with other legal documents of the College such as collective bargaining agreements.

Questions about existing policies and procedures can be referred to appropriate administrators and to Human Resources and Legal Affairs for clarity about the administrative practices associated with implementation of any given policy. Personnel in Human Resources and Legal Affairs routinely address a range of questions regarding policy application with the goal of consistency in application and administration. When the need arises, memoranda are developed from interdivision discussions or from dialogue with representatives of employment groups. These memoranda are distributed and, where appropriate, incorporated into practice, policy, or collective bargaining agreements.

Self-Evaluation

The College partially meets the standard. There is new momentum from the direction of the Superintendent/President, with support of the Board, for utilizing a standard format for policies. The current Web site is a significant advancement from earlier versions, and has greatly facilitated posting of Board policies and administrative procedures. The College goal is to facilitate access to and awareness of policies and procedures that regulate the activities of the institution. There is an emphasis on the need to differentiate between policy and procedure. Success in separating these two very different elements of current Board "policies" will facilitate identification of the broader guiding principles and legally mandated standards.

SBCC meets this standard with respect to equitable and consistently administered policies and procedures. There is a high level of supportive communication among divisions and departments of the College with the goal of acting fairly and consistently. Topical memos from external legal counsel and professional groups that serve community colleges are freely circulated.

The Executive Committee of the College acts as an additional "clearing house" for policies and procedures. Questions and concerns are identified with the goal of ensuring accuracy in interpretation of legal obligations and consistency in application at the College level.

Planning Agenda

The Superintendent/President will bring BPAP's recommendations for policy revisions or new policies to the Board for review and approval on a regular basis. By Spring 2012, through BPAP, the College will complete the process of 1) reviewing all existing policies and procedures; 2) separating policies from procedures, as appropriate; 3) revoking obsolete policies and procedures; and 4)

formatting and re-numbering, as appropriate, all existing policies and procedures using the CCLC format and numbering system. Proposed new Board policies and administrative procedures will follow the CCLC format and numbering system, as much as possible.

A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The College has conducted an extensive consultative review of its nondiscrimination policy. A single policy applicable to students, job applicants and employees was developed and extensively promoted and publicized. An English and Spanish synopsis was developed for distribution to all student and hourly employees. The entire policy is distributed to all regular faculty and staff.

The College adheres to its obligation to require and track non-discrimination and sexual harassment prevention training for new and continuing management employees. The College has utilized both online and in person training. Human Resources and Legal Affairs assumes responsibility for monitoring compliance with AB 1825 Sexual Harassment Training (IIIA.63).

The College subscribes to legal training for managers through a consortium of central coast community colleges to promote understanding of legal personnel requirements for managers as well as consistent application of Board policies and administrative procedures (IIIA.64). Board policies, administrative procedures and sound interview and hiring practices are reviewed with every College hiring committee in advance of committee screening and interviews.

The Administrative Assistant III in the Office of the Vice President, Continuing Education, provides clerical assistance to ensure that all hourly instructors and hourly employees receive information regarding State and College employment and workplace policies and disseminates information, policies and procedures as received from Human Resources and Legal Affairs. All new instructors receive a copy of the Continuing Education Faculty Handbook (IIIA.37) which includes employment policies, non-discrimination policy and other workplace policies and procedures such as accommodation for disability, business ethics and professional conduct, standards of student conduct, Equal Employment Opportunity, sexual harassment and sexual assault on campus, AIDS, drug-free workplace, minors on campus, and smoking prohibition; hourly employees receive policy fliers and brochures in their employment packets.

Changes in policies and procedures continue to be provided to Continuing Education staff by other means, including the Faculty Bulletin, a monthly newsletter mailed to active Continuing Education faculty 10 months per year with their paychecks and/or notices of temporary employment (IIIA.65). Information is also relayed to instructors by their program directors via e-mail.

Self-Evaluation

The College meets the standard. Relevant information is disseminated in written and electronic form, and questions and requests for clarification from applicants, employees, and managers are generally a phone call or e-mail away. Consistency of critical and sensitive practices such as obtaining references, evaluating transcripts and degrees, rating in and advancement is ensured by centralizing these responsibilities within Human Resources and Legal Affairs and deans and other high level managers. Management training from within and without the College focuses on legally sound practices for hiring, discipline, and program administration.

Planning Agenda None.

A.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

Extensive individual employee data is maintained in electronic form by the office of Human Resources and Legal Affairs. This data is managed with strict security and access is limited to Human Resources and Legal Affairs. Paper personnel files for permanent employees are maintained in fireproof, secure file cabinets in Human Resources and Legal Affairs. Confidential employment letters of reference are sealed. Medical records are maintained separately from personnel files by Human Resources and Legal Affairs.

Adjunct evaluations are carefully and securely maintained in the offices of the area deans. Every faculty member, staff member and administrator has the right to inspect materials in his/her personnel file consistent with State law, Board policy and collective bargaining agreement provisions. The College does not require any fee for employees to make copies of their personnel files. There is an additional copy machine in the Human Resources and Legal Affairs offices in order to facilitate employee access to photocopy their file materials.

The Human Resources and Legal Affairs office has electronic security, and internal offices have locks. Human Resources and Legal Affairs has its own fax machine and the machine that receives electronic transmission from the Department of Justice fingerprint information is located in a secure internal location. Human Resources computers have been protected with an extra level of security stemming from a "hacking" incident in 2001. Confidential files for Continuing Education hourly instructors and hourly employees are maintained in the Office of the Vice President of Continuing Education in fireproof file cabinets with locks.

There is a Board policy on records retention and destruction (IIIA.67). A description of all records to be retained are described in a manual, and all records to be destroyed are shredded (IIIA. 68). Human Resources and Legal Affairs evaluates Public Records requests and subpoenas served on the College in order to ensure that any release of documents containing personal information is pursuant to appropriate legal process. Human Resources and Legal Affairs is frequently consulted by other areas of the College regarding release of records and materials.

Self-Evaluation

The College meets the standard. The need for circumspection and confidentiality is stressed to all Human Resource and Legal Affairs employees. We have never had any incidents suggesting inappropriate release of personnel information by Human Resources and Legal Affairs staff and have never had cause to discipline a staff member for inappropriate handling of personnel materials. The fact that the College utilizes Human Resources and Legal Affairs as a resource for requests for and access to records suggests that we have properly institutionalized a respect for confidentiality of personnel records and an awareness that we have processes that should be consistently followed related to the release of privileged information.

Planning Agenda

None.



A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Diversity in faculty recruitment and retention at SBCC is an ongoing and embedded mission. In order to attract a diverse professoriate to the College, we continuously strive to enhance equity and diversity through Board policies and College practices (IIIA.18). In 2007-2008, the Superintendent/President, Human Resources and Legal Affairs, and Campus Diversity implemented a trilateral model linking: (1) scholarship; (2) institutional leadership; and (3) community partnerships to specifically increase the number of qualified, underrepresented candidates in our hiring pools.

Nine key practices were purposefully integrated into our hiring procedures to build a framework for attracting diverse candidates to SBCC. A description of each is provided below:

College Plan 2008-11: The College Plan is one that reflects diversity and inclusiveness both in and outside of the classroom (IIIA.3). Specifically, two Core Principles within the College Plan illustrate SBCC's commitment to a culturally responsive campus community. Both are equally important when advertising positions and highlighting a safe and welcoming campus environment for underrepresented faculty.

• **Core Principle III:** An environment that is psychologically and physically supportive of teaching and student learning.

• **Core Principle IV:** A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity.

The College Plan 2008-11 includes objectives to increase underrepresented applicants for faculty, staff and administrator positions, assess information from those who decline positions or resign from the College, and establish benchmarks for assessment of workplace satisfaction.

As referenced in section A.1.a, the Superintendent/President, the Vice President, Human Resources and Legal Affairs, the Director of Campus Diversity, and the Executive Vice President, Educational Programs led workshops for all academic deans and department chairs of departments regarding hiring new full-time faculty for the 2008-09 and 2009-10 academic years. This was an important tone setting meeting, where College administrators emphasized and will continue to emphasize the salience of diversifying the faculty (IIIA.11).

All written and published job announcements must include two key statements that underscore SBCC's commitment to diversity. First, announcements state that faculty positions at SBCC require that applicants be culturally responsive and understanding to the needs of a diverse student body. Second, announcements include SBCC's model as an Equal Employment provider:

SBCC is an equal opportunity employer committed to nondiscrimination on the basis of ethnic group identification, National origin, religion, age, sex, race, color, ancestry, marital, parental or veteran status, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, consistent with applicable federal and state laws. Reasonable accommodation will be provided for applicants with disabilities who self disclose (IIIA. 13).

The search committee contains a limited number of committee members reflecting our multicultural campus environment. These terms are always clearly articulated to search teams:

- 1. There is a department chair
- 2. There are at least three and up to five full-time tenured faculty, of which one must be female and one must be from an ethnically underrepresented group
- 3. The administrative dean is a member of the committee

Thus, such a committee would have at least five and no more than seven members with strong diversity representation. If this group can be formed within any given department so that underrepresented and a female regular full-time faculty from that department are included, that group would constitute a full committee. If there is no ethnically diverse and/or female full-time faculty in the department, one or two of the committee member slots (see 2. above) for full-time regular faculty could be given to a contract underrepresented faculty and/or a contract female faculty member. It is also possible, because the committee membership may be increased by two members for purposes of Equal Employment only, to go outside the department, if necessary, to add an underrepresented and/or female regular or contract faculty to the committee to accomplish this requirement of Board policy. This particular policy is important to note as the search committee composition supports the College commitment to policies and practices that welcome a diverse constituency on campus (IIIA.15).

In the fall, Campus Diversity sends nearly 150 personalized recruitment letters to advisors for underrepresented graduate students across the country, with a focus on the Western region (i.e., Coordinator, Minority Science Program, UCSD and Director, Women's Center, Cal Tech). Letters reinforce SBCC's commitment to a diverse professoriate and culturally responsive educators, and provide direct contact information to reach the Director of Campus Diversity. This strategy was implemented in 2007 to send a clear message that SBCC is taking positive action to create a pluralistic campus community and welcomes all faculty, regardless of difference. Additionally, it was important to include contact information, allowing interested candidates to inquire directly about positions.

Also in the fall, Campus Diversity submits job postings to additional diversitycentered Listservs (e.g., National Association of Multicultural Education) in an effort to advertise the positions nationally and to communicate broadly to multicultural audiences (IIIA.12).

In February 2008, the Superintendent/President, Human Resources & Legal Affairs, and Campus Diversity hosted its first annual, Presidential Meet and Greet, titled Discovering a New Path: Teaching Careers in the Community Colleges. In a meeting between the Superintendent/President, Executive Vice President Educational Programs, and Director of Campus Diversity and University of California, Santa Barbara (UCSB)'s Dean of the Graduate Division and Dean of the Givertz School of Education, the group determined that underrepresented UCSB graduate students would benefit greatly from increased exposure to faculty life at SBCC. This Presidential series continues in 2009.

Discussion highlights included: (1) What it is like to be a faculty member at a two-year institute; (2) What inspires students to achieve in community colleges; (3) How, when, and where to apply for adjunct and tenure-track faculty positions (IIIA.69). This particular program was successful. Nearly 50 underrepresented graduate students from UCSB, the University of Southern California, and San Diego State University attended this event and were strongly encouraged by the Superintendent/President to seek community college faculty positions upon graduation. Further, three underrepresented SBCC faculty members from political science, English, and the School of Modern Languages agreed to share their personal stories with the lunchtime participants.

The workshop concluded with an informative question and answer session with the Vice President of Human Resources and Legal Affairs guiding students through the application and interview process. An evaluative summary indicated that over 80% of participants found the presented information "new, practical, and valuable." Over 80% of the participants rated the luncheon "excellent." One participant in particular submitted the following statement when asked "What was most beneficial to you about the event?"

The encouragement to be persistent in finding employment on a community college campus. Finding out that there is a place for real teaching in higher education was inspirational. Also Sue's information on the step taken to become adjunct faculty was helpful.

Throughout the year, faculty search teams communicate frequently with the Director of Campus Diversity to seek consultation on job advertisements, job postings, EEO compliance, and search committee composition. The Director of Campus Diversity provided resources and information to hiring teams (IIIA.70).

Questions like the one below were crafted to glean the understanding and experiences of our applicant pool. These questioned aimed to extend beyond the traditional, "Have you worked with diverse populations?" which we felt were limited in scope and unable to truly capture a person's successful work history with underrepresented populations. Questions were distributed to faculty search teams.

We expect that faculty have a demonstrated record of teaching success with historically underrepresented populations. Please share with us some examples of your demonstrated achievements in the area of inclusive, student-centered curricula and communication skills.

To date, these efforts have had a significant impact on the College's recruitment and retention practices. Roughly 53% of all new full-time tenure-track hires for the 2008-2009 academic year were underrepresented ethnic minorities, a 30% increase from 2007-2008.

Self-Evaluation

The College meets the standard. We have progressed to a culture that challenges itself to do more than look at the numbers as we assess the value of diversity. There is a core belief that we are better and stronger for our differences and that we are replacing tolerance with inclusiveness. For SBCC this is an institutional commitment at all levels and one that is increasingly internalized among its hiring decision-makers.

Planning Agenda None.

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The College gathers data from all applicants consistent with EEO reporting categories and requirements. Relying on this self-reported data, the College produces annually a snapshot of the composition of permanent faculty, staff and managers by gender and by ethnicity. The annual data includes, in addition, a breakdown of the new hires in each of these categories. The Office of Institutional Assessment, Research and Planning analyzes this data for trends.

For at least the past six years, women have comprised the majority of employees in staff, faculty and management groups. While the percentage of underrepresented classified staff has remained stable at 39% over the past five years, the percentage of underrepresented faculty and administrators does not match the composition of our students or the large community served by the College as shown in the Institutional Effectiveness Annual Report (IIIA.26).

A.4.b

Applicant pools for regular faculty positions and educational administrator positions are individually assessed by Human Resources and Legal Affairs before the pool is released to hiring committees. The College uses a rule of thumb of 20% minority applicants as desirable. While attaining this figure in applicant pools is a challenge, the Superintendent/President, the Vice President of Human Resources and Legal Affairs and the Director of Campus Diversity systematically review the advertising used to promote positions to determine whether additional focused recruiting is necessary to increase the numbers of underrepresented applicants. When additional recruiting is deemed necessary, deans and department chairs are consulted for recruitment purposes.

In an effort to better understand trends or recurring issues, Human Resources and Legal Affairs also compiles records of explanations given by successful applicants who are offered tenured faculty positions but decline.

Self-Evaluation

The College meets the standard. The College faces significant challenges in hiring and retaining diverse candidates for tenured faculty positions: the cost of housing and the general cost of living in California coastal communities is an insurmountable obstacle for some successful faculty applicants.

Planning Agenda

None.

A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The institution subscribes to, advocates, and demonstrates integrity in the treatment of faculty, staff, and students through deliberate and strategic avenues. Specifically, this section highlights three key methods for ensuring integrity: (1) the College Plan 2008-11; (2) Board Policies and Administrative Procedures; and (3) SBCC's commitment to institutional governance.

The College Plan 2008-11 (IIIA.3) contains two Core Principles that support and encourage integrity in the treatment of faculty, staff and students. Both underscore SBCC's pledge to treat administrators, faculty, staff, and students with sincerity and autonomy. These include:

- An environment that is psychologically and physically supportive of teaching and student learning,
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity

Board policies and administrative procedures are also a mechanism for ensuring that campus processes maintain integrity and transparency. Beginning with Board Policy 2200 (IIIA.71) Board Duties and Responsibilities, the Board of Trustees governs on behalf of the citizens and comprehensively oversees academic and student affairs, human resources and legal affairs, the business and fiscal division, and general institutional policies and practices. Board policies and administrative procedures are published on the SBCC Web site for administrators, faculty, staff, and students where they can be readily accessed.

The Education Code of the California Community Colleges requires that community colleges genuinely and effectively include campus constituencies in the institutional decision-making process. This process is identified as shared governance. The inclusion of the Board, faculty, staff, and students in campuswide decisions is outlined below.

Board Policy 2510 Participation in Local Decision Making (IIIA.72) states that shared governance requires that...the governing board "consults collegially" with the academic senate on academic and professional matters, and that staff and students have the opportunity for "effective participation" in decisions that affect them.

In the spirit of shared governance, SBCC fortifies its commitment to integrity and transparency via a wide spectrum of shared governance policies and practices. Please review Standard IV for a complete report of this activity.

Self-Evaluation

The College meets the standard. As evidenced here, the College Plan 2008-11, SBCC's Board Policies and Administrative Procedures, and our shared governance model work purposefully and collaboratively to uphold institutional equality and integrity for administrators, faculty, staff, and students. Collaboration is not a perfect process, but the campus climate and culture demonstrate reliance upon wide dissemination of information, broad and civil discourse with limited resort to employee grievances, and formal complaints regarding unfair treatment or exclusion from decision making processes.

Planning Agenda

None.

A.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.

A.5.a The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College places a high value on training for faculty and staff. It recognizes that, as an institution of higher learning, all its programs are enhanced when employees are engaged in learning themselves. The opportunity to acquire new skills is a high motivation factor for employees. Several of the College professional development programs for employees have financial as well as educational incentives for participation. Labor agreements provide for faculty and staff opportunity at no cost to audit one credit and one non-credit course per semester (IIIA.74).

Professional development, leadership workshops, and computer and other skills training courses are offered to all instructors and staff by the Professional Development Center (IIIA.75), Continuing Education/Information Technology staff (IIIA.76), the Faculty Resource Center (IIIA.77) and the Staff Resource Center (IIIA.78). The SBCC Faculty Resource Center provides instructional support in the form of instructional consultation, training, and materials development for faculty (IIIA.77). The Faculty Resource Center provides tutorials on employing technology in the classroom. Courses and themes include: teaching strategies and online materials, latest technologies for teaching in the classroom; and current technology initiatives.

Under the leadership of a dean, Educational Programs, the College supports a Professional Development Center (PDC). The PDC develops and provides training opportunities in response to needs identified by the local business community. These training opportunities are also available for College faculty and staff. Employees receive College credit for successful completion of these courses (IIIA.76). Course offerings range from basic training to improve office skills on Microsoft Office products to courses intending to enhance personal and professional development in the workplace, such as "Personal Accountability" and "Leading Teams." Faculty Professional Development hours are intended to provide faculty with opportunities to participate in activities that will increase their ability to promote student learning, including maintaining currency in, and contributing to, the field.

The Faculty Enrichment Committee of the Academic Senate, in consultation with the Executive Vice President Educational Programs and the Superintendent/ President develop guidelines and procedures for Faculty Professional Development responsibilities (IIIA.79). All credit faculty must participate and document that the required hours have been completed.

Faculty Training

The College provides its personnel myriad opportunities for professional development throughout their careers at SBCC. Numerous on-campus, online, synchronous and asynchronous activities are planned and offered each year for faculty and staff (IIIA.80).

Faculty professional development needs are identified and continuously evaluated and improved through semi-annual surveys provided at Faculty In-service, through direct request to the Faculty Resource Center, and by campus-wide discussion cultivated by the Faculty Professional Development Committee. Staff and administrators communicate their needs to Human Resources, the Staff Resource Center, and to the Professional Development Center by e-mail and telephone, through conversations that occur at management and classified staff retreats and meetings, and during the planning for the Classified Staff In-service. The following opportunities result from this compound approach.

Professional Development Opportunities for Faculty

The College is committed to training faculty to meet and exceed the increasing demands of higher education. New credit division adjunct faculty are presented a two-day series of training and workshops (IIIA.81) on matters ranging from admissions and records procedures to faculty and student rights and regulations to using the College's media-enhanced classrooms to their full pedagogic potential. New contract faculty members are provided a similar, yet more in-depth three-day series of training and workshops on a broader range of topics. Both new adjunct and new contract faculty are then invited to the Faculty In-service which provides them additional opportunities for training and professional development opportunities as detailed below.

When individual faculty members become department chairs, they are offered further professional development in areas including hiring adjunct faculty, preparing classified performance evaluations, accessing budget information, managing pre-requisites, stipends, and other topics. In addition to this training, faculty avail themselves of a two-day symposium style series of workshops throughout the Fall and Spring In-services. During the semi-annual In-service workshops, faculty learn about the principles for universal design, disaster preparedness, FERPA, sustainability, diversity, learning management systems and other topics. Human Resources and Legal Affairs also provides faculty development via one-on-one training for accessing and utilizing the People Admin system.

The Faculty Resource Center is central to ongoing professional development at the College for full-time and adjunct faculty. The Faculty Resource Center, comprising two campus buildings and six full-time staff members, provides in-depth skill-specific training. This training is available through scheduled workshops and classes, by appointment, and on a drop-in basis. Examples of development opportunities provided by the Faculty Resource Center include:

- Diversity at Santa Barbara City College
- Introduction To Online Teaching (parts 1-4)
- Dealing with Difficult Students
- Technology and Accessibility
- Adding Multimedia to Your Moodle Courses
- California Community College Confer
- Reading and Critical Thinking
- Adding Media to PowerPoint
- Strategies for Using Moodle to Improve Classroom Retention
- PowerPoint I
- Classroom Assessment Techniques
- www.turnitin.com
- Creating an electronic grade book using Micrograde
- Introduction to Pipeline/Banner.

The Faculty Professional Development Committee plans several activities through its "Flex" site (IIIA.82), its workshops, its symposia (2007 Moodle Symposium), its annual Student Success Initiative Grants, and numerous other activities. In the 2007-08 academic year, the College provided \$17,409 in Student Success Initiative Grants for faculty professional development. Full-time faculty members undertake and report sixty hours of self-directed professional development activities each academic year. Adjunct faculty members engage in professional development activities are reported in the SBCC Faculty Professional Development site at http://flex.sbcc.edu Faculty are also encouraged to engage in online professional development, such as through the CCC@One classes in subjects that include podcasting, Moodle, Photoshop, and other teaching tools. In addition, departmental activities and conferences occur continuously throughout the academic year.

Professional Development Opportunities for Administrators and Staff

Administrators and staff are also provided professional development via workshops, conferences, symposia, retreats, professional development breakfasts, Webinars and other online resources, such as Enterprise Training's My SkillSource, as well as though cohort and self-paced distance education. In addition, the Staff Resource Center provides instructor-led training courses (IIIA.78) every month. By appointment, the Staff Resource Center also offers individual onehour sessions in PC GroupWise e-mail. In conjunction with the Accounting Department, the Staff Resource Center provides training on budget tracking and reporting using the SBCC Financial Reporting tools.

Another resource for administrators and staff is the Professional Development Center (IIIA.76). 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. Two, Professional Growth programs (IIIA.83) for classified staff and managers and supervisors delineate a progression of steps with accompanying stipends that may be completed though a variety of educational opportunities.

For classified staff, the College implemented the "Employee Career Success Satisfaction Plan" (IIIA.84) in 2002 as a component of the classified new employee orientation and the classified evaluation process. The first plan is to be developed within 30 days of initial employment, and becomes a subject of future employee evaluations. Subsequent training plans are to be developed using this instrument at each annual evaluation. This document is intended to be an agreement between the employee and the supervisor, ensuring that the employee will be granted release time to secure the training that has been identified as necessary for future success.

Classified In-Service, held annually, provides training sessions on timely topics for classified staff (IIIA.85). A series of management meetings (IIIA.86) throughout the year for the entire management group and an all day annual Management Retreat cover timely topics presented by College and outside speakers. The College participates in a consortium for management training from a major law firm on community college issues of concern to managers (IIIA.64).

SBCC has worked collaboratively with Keenan & Associates to suggest appropriate training material that they can provide as part of our mutual effort in risk management.

The College MOU with the Management/Supervisor group, Article 12, provides tuition reimbursement for coursework taken toward advanced degrees. Four participants have worked on masters or doctorate degrees in the past since its inception in 2005 (IIIA.87).

Continuing Education staff members receive college-wide notification of upcoming classes being offered. Continuing Education administrators provide information to instructors and staff regarding classes that are relevant for their areas of instruction or position. Instructors and staff are encouraged to participate to enhance their skills and develop professionally. In addition to these free computer support and training and Professional Development Center classes, Continuing Education holds an annual Faculty In-Service meeting each September when faculty members are acknowledged and honored for longevity, scholarship, public exhibitions and publications, and mentions in the media. They are offered training in new technology, informed regarding safety and security issues, policies and procedures, and encouraged to contribute their thoughts and opinions regarding the mission and goals of Continuing Education. Special meetings are arranged specifically to inform and to solicit faculty input and feedback, and to provide information and training as needed. Specific Continuing Education programs such as ESL, LRC, Parent Education and AHS offer regular workshops and in-service meetings for their instructors. Manuals are also developed and provided to instructors in various Continuing Education programs. Lead instructors are regularly sent to training conferences and workshops in their fields, to enhance their teaching. In addition, the Continuing Education Instructors' Association receives funds from the College to provide mini-grants for attendance at training workshops, classes and conferences for professional development. There is an application process for the mini-grants of up to \$400, approved by the Continuing Education IA Board and the Vice President of Continuing Education.

Self-Evaluation

The College meets the standard. SBCC provides a rich and varied environment for professional development to its faculty members, its administrators and its staff. While some baseline data regarding professional development needs for the campus community have been developed, additional data will be required to retool programs, analyze their effectiveness, and work towards their continuous improvement. To exceed the standard, the Faculty Professional Development Committee will collect baseline data by 2010 on the diverse professional development needs of the faculty, analyze this data in conjunction with the Office of Institutional Assessment, and develop improvement plans for professional development in 2011. In conjunction with this, additional planning and communication will take place within and amongst faculty, staff, and administrative focus groups. According to the Workplace Environment Assessment 2008 (IIIA.39), while 78% of respondents somewhat agree or strongly agree that their supervisor encourages and supports their professional growth, only 36.5% have taken advantage of the professional growth stipend program.

Planning Agenda None.

A.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

Teaching in the 21st century has become a complex multidisciplinary enterprise spanning new pedagogical practices, administrative systems, information technology, legal and security systems. Without the ongoing support provided through the full range of professional development activities noted above, teaching and learning at the scale and complexity offered to SBCC's 20,000 credit and 50,000 continuing education students would not be possible. Indeed, every measure of a student's success, including satisfaction, class completion rates, academic success, transfer and graduation are a direct result of the training and

professional development offered through the Faculty Resource Center, the Staff Resource Center, Human Resources, Information Technology, and the Faculty Professional Development Committee's continuous planning and support of activities including classes, workshops, seminars, conferences, and retreats.

All of these programs gather and analyze participant written evaluations and other feedback to guide future program planning. Attendance in voluntary programs is an additional indicator of interest and program effectiveness.

Self-Evaluation

The College meets the standard. The opportunity to learn and acquire new skills on the job is a motivator for employees in general. Working in a stimulating educational environment with an array of programs both credit and continuing education, encompassing traditional, online and short course formats is a significant plus for faculty and staff at SBCC. Training to keep pace with technology, provide personal enrichment, insure exposure to legally required knowledge, provide opportunities for skill enhancement that may lead to job advancement or for fitness and health are sought after opportunities by our employees. We are most in touch with our students when we, ourselves, are students and lifelong learners in our educational community.

Planning Agenda

None.

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

In fall 2008, the College instituted a revised program review process that provides a better method for linking human resource planning with institutional planning. With the SCT Banner Human Resources module, Human Resources and Legal Affairs has significantly increased the ability to generate reports supportive of institutional planning as we analyze trends and staffing patterns for classified employees and administrators at the College. We continue to explore the development of a formula that relates necessary support staff to the number of faculty members, students, and programmatic needs. We continue to monitor the use of hourly staff and assess options to reduce this number. Results of a collegewide Workplace Environment Assessment (IIIA.39), administered in fall 2008, will assist the College in identifying areas for new initiatives to promote best employment practices. A College study group has analyzed the telecommuting for management and staff, and has presented their findings to the Superintendent/ President for consideration. A faculty-management study group created through the collective bargaining process in May 2007 developed a joint report on several topics including the identification of critical considerations related to decreasing reliance on part-time faculty in the credit program.

Self-Evaluation

The College meets the standard. The College continues to assess effective strategies and techniques for identifying optimal numbers of staff and management needed to uniformly and effectively support our innovative and

A.6

successful educational programs. We are challenged by our dependence upon high numbers of hourly employees, both faculty and staff, and by budget constraints. Through our program review process we are more consistently focused on both the resources needed to staff effectively and a fair and objective determination of how to allocate resources for staff needs.

Planning Agenda None.



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IIIA.2	College Plan 2008-11
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IIIA.4	Board Policy 4170 Program Review
IIIA.5	Administrative Procedure AP4170C Operational Program Review
IIIA.6	Consultative Process for Hiring Faculty
IIIA.7	Minimum Qualifications for Faculty and Administrators in
	California Community Colleges
IIIA.8	Ewing Study - Classification Descriptions by Pay Range
IIIA.9	Board Policy 1400 Employment of Faculty Classified and
	Administrators
IIIA.10	Timeline for Hiring New Faculty 2008-09
IIIA.11	Agenda for Hiring Workshop
IIIA.12	Diversity Advertising Spreadsheet 2008
IIIA.13	Job Announcement - Sample
IIIA.14	Diversity Faculty Interview Questions - Sample
IIIA.15	Board Policy 1412.4 Composition of Selection Committee
IIIA.16	Board Policy 1412.5 Interviewing
IIIA.17	Classified Interview Questions/Email Exchange re: Bookstore
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IIIA.18	Email Regarding Low Minority Percentage for Art History Position
IIIA.19	Guide for Selection Committees
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IIIA.21	Faculty Rating Sheets - Sample

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IIIA.25	Board Policy 1412.6 Selection
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IIIA.29	Board Policy 2435 Evaluation of Superintendent/President,
111/1.2)	Board Policy 1532 Management Employees Evaluation
IIIA.30	Board Policy 2100 Evaluation of Faculty
IIIA.31	Faculty Responsibilities Checklist
IIIA.31 IIIA.32	CSEA Contract Article 15 Evaluations
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IIIA.35	Management Evaluation Form
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IIIA.40	Workplace Environment Assessment Fall 2008
IIIA.41	Board Policy 2715 Code of Ethics/Standards of Practice
IIIA.42	Board Policy 2710 and Administrative Procedure 2710 Conflict of Interest
IIIA.43	Administrative Procedure 2712 Conflict of Interest Code
IIIA.44	Board Policy 2524 Professional Conduct Policy
IIIA.45	Board Policy 2525 Incompatible Activities
IIIA.46	Board Policy 2520 Faculty Freedom of Expression Policy
IIIA.47	Rules & Regs 1620 Classified Incompatible Activities
IIIA.48	Rules & Regs 1561 Causes for Suspension, Demotion, and Dismissal
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IIIA.50	Appendix F Faculty Grievance Policy
1117.30	Rules & Regs1700 Complaints Concerning Division, Office, or Employee
IIIA.51	Board Policy 7310 Nepotism Policy
IIIA.52	Board Policy 3430 Prohibition of Discrimination/
1111.72	Sexual Harassment (Policy and Procedures)
IIIA.53	Dusting Off the Moral Compass by James Chesher – 27th Annual
1111(.)5	Faculty Lecture
IIIA.54	Board Policy 3100 Organizational Structure
IIIA.54 IIIA.55	Memo to Managers from Human Resources/Legal Affairs
1117.))	Regarding Maintenance of Classification System, Illustration from
	Board Agenda and Job Descriptions
IIIA.56	MOU Between CSEA Chapter 289 and Santa Barbara City College
IIIA.50 IIIA.57	Regular Staff, Management, and Faculty Longevity Data
IIIA.57 IIIA.58	Faculty and Management Doctoral Data
IIIA.58 IIIA.59	Policy Tracking Schedule, Attachment 7 for Board Study Session
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IIIA.62	Non-Discrimination/Sexual Harassment Policy in English/Spanish
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IIIA.71	Board Policy 2200 Board Duties and Responsibilities
IIIA.72	Board Policy 2510 Participation in Local Decision Making
IIIA.73	CSEA Contract – 6.2.3 and IA Contract 3.5
IIIA.74	IA Bargaining Agreement, Article 3.5, Audit Enrollment-Faculty
	Emeritus and Current Employees
IIIA.75	Professional Development Center programs
IIIA.76	Continuing Education/Professional Development Center,
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IIIA.77	Faculty Resource Center/Professional Development
IIIA.78	Staff Resource Center – Class offerings
IIIA.79	Board Policy 4560 Faculty Professional Development
IIIA.80	Faculty Professional Development Committee Guidelines
IIIA.81	Faculty Orientation Packet and Agenda – Faculty and Adjunct
IIIA.82	"Flex" Site Workshops
IIIA.83	Professional Growth Increments and Stipends – Administrators,
	Classified, Confidential, and Management
IIIA.84	Employee Career Success & Satisfaction Plan
IIIA.85	Classified In-Service Agendas and participation
IIIA.86	Management Breakfast Dates & Agenda
IIIA.87	Management/Supervisor MOU, Article 12 –
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10.2 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.

B. Physical Resources

Santa Barbara City College (SBCC) offers educational programs and services at three campuses in the Santa Barbara County South Coast region. Opening in 1909 in association with Santa Barbara High School District, the College moved to the Main Campus in the summer of 1959. The Main Campus, the former home of the University of California, Santa Barbara, is on a bluff area overlooking the Pacific Ocean and the Santa Barbara Channel Islands. The passage of a 1969 construction bond issue and a 1973 land acquisition bond issue added additional acreage across Loma Alta Drive to complete the Main Campus at 74 acres. The campus is bordered on the southeast by Shoreline Drive and the Pacific Ocean; on the northeast by the city's Pershing Park; on the northwest by a state highway, Cliff Drive; and on the southwest by a residential neighborhood (IIIB.1). The campus is bisected by Loma Alta Drive connecting Cliff Drive and Shoreline Drive. The East and West Campuses are connected by a foot bridge constructed by the College in the early 1970's. The main entrances to both campuses are from Cliff Drive. The Main Campus, including the Kinko's Early Learning Center located on an adjacent property, includes 52 buildings comprising 416,841 of assignable square feet and serves about 20,000 students every semester.

The College has two other campuses, the Alice F. Schott Center and the Selmer O. Wake Center. Both of these campuses were previously elementary schools obtained by the College from elementary school districts. The Wake Center was obtained through a lease/purchase agreement in 1978, and the Schott Center was purchased in 1981-1982. Both are Continuing Education centers located within a 10 mile radius of the Main Campus. The Wake Center is located on 9.4 acres in an unincorporated area between the city of Santa Barbara and the city of Goleta. It has 34,433 of assignable square feet. The Schott Center is located in the Cottage Hospital area of the city of Santa Barbara on a 3.3 acre site with a total of 22,707 assignable square feet. Combined, these two centers have an annual enrollment of 50,000 students, which is approximately 50 percent of the City's total population and about 25 percent of the total population in the district service area.

In recognition of the need to upgrade, restore and expand the buildings and infrastructure on all three campuses, the Board of Trustees unanimously approved a resolution to place a \$77.2 million campus maintenance/renovation bond issue on the June 3, 2008 ballot at the January 24, 2008 Board meeting. As described in the full text ballot proposition (IIIB.2), the purpose of the Measure

V bond is to maintain quality, affordable, local higher education by improving academic facilities, renovating aging classrooms, and upgrading energy efficiency, sustainability and disabled persons' access. The local voters overwhelmingly approved Measure V, ensuring that SBCC will continue its heritage as one of California's premier community college campuses.

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.

Descriptive Summary

Creating and maintaining a high quality, safe learning environment is one of the College's top priorities. This assures that students, employees and the community visiting any of the three campuses will have a positive experience and will feel safe, comfortable and eager to return. This particular section includes three key areas: (1) health and safety; (2) facilities and operations; and (3) equipment.

Health and Safety

Security

The Security Department assists in providing a safe learning, teaching and working environment for students and employees. The department currently has eight full-time permanent employees and 25 part-time student workers to provide security on the Main Campus 24 hours a day, seven days a week. When classes are held during both day and evening hours there are approximately eight officers on duty at all times that patrol the Main campus to report and respond to incident calls, offer battery starts, direct traffic, open and secure campus buildings, and respond to alarms.

Security also works with the College student newspaper, The Channels, to quickly inform student and staff of incidents occurring on campus. It also maintains a Web site (IIIB.3) that includes:

- Clery Reporting Information
- Commuter Programs
- Crime Awareness and Campus Security Act
- California Megan's Law Web site link
- Parking and Traffic Information
- Parking Enforcement
- Safety Tips
- Standards Of Student Conduct

Security staff receives annual training and all officers are fingerprinted and receive Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training. Permanent security officers attend state mandated security training per Education Code 72330.5 and participate in some of the Facilities and Operation Safety Training classes.

B.1

Security interacts with local law enforcement for certain crimes, responds to all medical calls with the College nurse when available, and helps direct fire and ambulance to the scene. Santa Barbara Police Special Weapons and Tactics Team (SWATT) and K-9 Units have performed training exercises on campus maintaining their familiarity with campus facilities and operations.

Security staff works directly with the Facilities and Purchasing departments regarding lighting, building maintenance reports and other potential hazards. Security staff also works with the Risk Manager in weekly Community Services meetings to determine appropriate use of College facilities by outside groups. They have membership in the District Facilities, Safety, Security and Parking Committee.

To improve safety at night, Security established a night shuttle on the Main Campus that serves the dual purpose of patrolling the campus and providing rides for those parked in remote lots. Further, the College provides a night officer for the English as a Second Language (ESL) program, at Santa Barbara High School, which enrolls over 300 students. The Director of Security and Dean of Educational Programs responsible for Student Discipline provide training for both the Wake and Schott Center staff on how to deal with difficult people. The Wake and Schott Center also have multiple room alarms for theft protection. When there is an incident at the off-site campuses security from the Main Campus will respond to take a report. In case of a critical situation, the County Sheriff Department will respond to the Wake Center and Cosmetology Program, and the City of Santa Barbara Police Department to the Schott Center. Security from the Main Campus will also respond to gather information.

Facilities and Operations

The Facilities and Operations department plays a key role in maintaining the safety of the College's campuses. Both existing and new campus facilities are regularly assessed for occupant safety at multiple levels, including:

- Division of the State Architect review and approval of structural/seismic, accessibility and fire/life safety code compliance for new construction and major renovations.
- Routine inspections by the local Fire Department for potential fire hazards and building code compliance (IIIB.4).
- Prioritization and immediate response to Facilities and Operations work orders identifying health and safety issues.
- Completion and submission of either the Safety Suggestion Form or the Health and Safety Workplace Inspection Form included in the College's Injury and Illness Prevention Program (IIIB.5).

The College has implemented a Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) compliant Emergency Response Plan (IIIB.6), designated an Emergency Operations Center and conducted training and exercises, adding safety marshals in 2008. Additionally, all departments in Facilities and Operations receive regular monthly safety training for personal job safety and general life safety of the College community in the event of an emergency or disaster. In addition to cross training for such events, Facilities and Operations staff are assigned radios and required to wear uniforms, measures that would provide inter-campus communications and would identify them as trained College employees during emergency operations.

Hazardous Materials and Occupational Safety

In March 2007, the College hired Industrial Hygiene Management, Inc (IHM) to update the previous asbestos assessment report (IIIB.7) the College completed in 1989 (IIIB.8). IHM surveyed seven buildings on the Main Campus, the Wake and the Schott Centers. Results of this survey have allowed the College to identify and prioritize areas where abatement projects are still needed, and provide a reference document for College employees working in areas of concern. Annually, the College allocates over \$70,000 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 on hazardous materials procedures. For over a decade, the College has sent hazardous waste to facilities which neutralize waste to reduce long term landfill liabilities.

In addition to the specific measures discussed above, the College has developed occupational safety programs and instruction for the following topics to assure employees are trained to provide a safe learning and working environment, and to be good stewards of College facilities:

- Injury and Illness Prevention Program
- Ergonomics
- Bloodborne Pathogens
- Chemical Hygiene
- Lab Safety
- Hazard Communication

These programs are overseen collaboratively by Risk Management, Facilities and Operations, Security, and Human Resources and Legal Affairs. The Facilities, Safety, Security and Parking Committee meets regularly to review safety programs, accident reports and make recommendations (IIIB.9).

Indoor Air Quality

The newly planned School of Media Arts building will include several features designed to ensure a healthy interior environment for students, staff and faculty including:

- Specifying materials that have low Volatile Organic Compounds emissions.
- Monitoring mechanically ventilated spaces for excessive carbon dioxide and increasing outdoor airflow.
- Increasing levels of lighting control by individual building occupants and task lighting at computer stations.
- Maximizing natural lighting with window placement and sizing.
- Chilling beam Heating, Ventilating and Air Conditioning system that reduces temperature fluctuations.

Facilities

Facility Sufficiency

The College's Scheduling Office oversees the assignment of the proper facilities for the type of class being scheduled. Parameters for room selection may include room size, seating capacity, lighting, wireless access, 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. Multiple reports are available through the Banner system to help facilitate this task.

Annually, the College is required to submit the Five-Year Construction Plan (IIIB.10) to the California Community Colleges Chancellor's Office. This report enables the College to evaluate, on a more global level, the efficiency of the facility scheduling efforts described above. More specifically, the Five-Year Construction 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 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 (capacity is defined as the capability a facility has to generate contact hours, and load is defined as the current or projected enrollment level) for five space categories: lecture, lab, office, Audio-Video/Television and the library.

Facility Assessment and Repair

The College employs several methodologies for collecting facility condition data. Depending upon the complexity and cost, either immediate or localized repairs are made, or if more extensive, large scale improvement projects are developed, prioritized and assigned resources. Four primary elements that factor into Facilities and Assessment Repair include: (1) work orders; (2) surveys; (3) instructional programs input; and (4) state assessment.

(1) Work Orders

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. Work orders that pertain to safety are given first priority, followed by issues that affect instructional operations, then requests for aesthetics or convenience. Since the inception of the Access Control Technology 1000 work order system in 1999, a database of all work orders has been created assisting the Facilities management in identifying reoccurring issues that may indicate faulty equipment or systems, and in identifying greatest areas of need for application of resources.

(2) Surveys

Business Services evaluations were conducted in 1987, 1992, 1999 and 2003 (IIIB.11) which included sections that pertained to campus facilities and grounds. Input that was collected from these surveys provided both detailed information about immediate repairs that could be accomplished right away,

and more broad impressions of the campus and of the Facilities and Operations staff. Regardless of this wide range of information, the surveys assisted the Facilities department in better understanding what facility concerns building occupants had and felt were important, resulting in reprioritization of work requests.

(3) Instructional Programs Input

Facility condition information is also regularly collected from Educational Programs. Deans of each department collect facility improvement requests from faculty and instructional staff based on their observation and usage of classrooms, labs and offices. This information is then provided to the Executive Vice President Educational Programs. For routine needs, faculty and staff contact Facilities and Operations directly through the work order system. More significant needs are included in the Program Reviews and become part of the planning and resource allocation process.

(4) State Assessment

On a more official level, the Chancellor's Office conducted a facility condition assessment in 2003 and 2007 of all SBCC facilities. Results of these assessments were posted to the FUSION Web site. This process and resulting database were intended to be used by both the College and the Chancellor's Office in prioritizing critical needs and in evaluating capital improvement requests respectively. Unfortunately, the Chancellor's Office has not fully developed the program, nor fully populated the database, so this valuable assessment tool is still being developed.

Construction Planning

The College has comprehensive scheduling and evaluation processes that provide the information required to meet its facility needs and to provide a safe learning environment. The major modernization projects and the new School of Media Arts building provide significant challenges for scheduling and maintaining full curriculum offerings while construction of these projects is occurring. In response, the College has provided over 36,000 square feet of assignable square footage for "swing space," temporary instructional and office space to house programs and people that are displaced due to construction. This planning will provide the alternative learning space to retain full full-time equivalent students (FTES) in the programs that have been relocated. In September 2008, the College contracted with a local architecture and construction management firm, Robert John Coles (RJC) Inc., to conduct a comprehensive analysis of the College's existing swing space facilities in relation to facilities that are scheduled to be built or modernized to identify how to most efficiently relocate programs and people during future construction projects. The results of this study will be used to inform the College's plan to maximize the use of its existing facilities to meet the needs of its programs and not disrupt services. Additionally, the College has engaged the services of a program manager to oversee the planning and execution of the Capital Projects Plan. The responsibilities of the program manager also include all fiscal reporting for the bond in addition to the management of the construction projects.

Sustainability

Through various improvements in processes and standards for maintaining, improving and expanding facilities, the College has attempted to implement sustainable measures in an effort to reduce its environmental impact and serve as a community leader. Examples of these measures include increased recycling tonnage, implementation of energy efficiency projects including implementation of a photo voltaic project, standardization of green cleaning products, implementation of a composting program and purchase of 100% recycled content copy paper. Most notable is the College's commitment to obtain Leadership in Energy and Environmental Design (LEED) certification for the School of Media Arts building (IIIB.12).

Equipment

Equipment Sufficiency

Equipment needs are currently included in program review documents which are prepared by all departments in the College (IIIB.13). Prior to the development of operational program reviews and revised instructional and faculty-led student services program reviews in fall 2008, the College followed a process whereby the Superintendent/President would allocate equipment replacement funds to each of the vice presidents. For educational programs, the Executive Vice President would allocate a portion of these funds to each area dean based on input received from department chairs. The department chairs, in consultation with members of their departments, would identify new and replacement equipment needs required to support existing and emerging programs. Deans would then consult with department chairs and make mutually agreeable allocations based on the needs that most closely corresponded to the College plan and objectives for that department. For operational programs, vice presidents would allocate equipment funds based on requests by department managers illustrating need for equipment replacement or purchase of new equipment. Critical equipment requests that could not be funded within a department's budget were forwarded to the College Planning Council to be prioritized and allocated following the Colleges budget development processes.



In fall 2008, the College implemented program reviews for operational units and revised program reviews for instructional departments and faculty-led student services to formalize the link from planning to evaluation to allocation of funds. These allocations include those for physical resources such as facilities and equipment. These changes in the process will ensure that planning is more closely aligned with budgeting processes and that physical resource requests for all programs are reviewed more regularly. Completed reviews are shared with appropriate institutional governance groups, the Executive Committee and the College Planning Council. The results of discussions in the planning committees are intended to link into budget planning. Once this process is complete, approved allocations for equipment are included in the corresponding department's budget.

Equipment Assessment and Repair

Maintenance and repair of College equipment are generally the responsibility of each department. Through work orders, purchase orders, contract procedures and other regular preventative maintenance processes, equipment is maintained in good working order and safe condition. There are regular inspections by staff and 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, to maintain a safe working and learning environment. Ongoing funds are budgeted to accomplish routine and regular maintenance. One-time funds are normally allocated for extraordinary needs.

The College has developed an inventory system which includes regular updates to electronic records followed by an annual department verification of existing equipment by the Purchasing/Warehouse department (IIIB.14). Declared surplus equipment is first offered to other College departments, other local schools, then to various organizations oriented towards the reuse or recycling of the used equipment.

In recent years, allotments for new equipment and furniture have been less frequently included in state funded projects; especially, renovation projects where the assumption is that existing equipment will be reused. Should it be needed, the College purchases the equipment and furniture at its own cost.

The Security department manages the security of the College's equipment by contracting the services of an alarm company to secure expensive and high-risk equipment with door and motion sensors. Stolen and vandalized equipment is reported to the local law enforcement and, in the case of media equipment, to the Media Service Department. These losses have led to increased and improved security devices. Any damaged or broken windows and doors are reported to Maintenance for immediate repairs. Security also responds to phone calls from staff and faculty regarding any open or unlocked doors and buildings, and conducts regular door and alarm checks.

To support the equipment needs of the Online College, the Information Technology (IT) department has provided comprehensive enterprise-level infrastructure support. The distance delivery mode for the Online College is primarily asynchronous, thereby requiring a server and network infrastructure that supports broadband Web-based services.

While the College has relied upon external Application Service Provider (ASP) hosting services for its WebCT course/learning management system since 2002, this service is being ended effective June 30, 2009. In preparation for this transition, in spring 2008 the College spent approximately \$25,000 on an N-tiered server environment for the Moodle course/learning management system that will fully replace WebCT Vista. This server environment is now in production.

As the College continues to develop partnerships and join consortia, it will provide the infrastructure required to support them. For example, in 2007, SBCC joined the Carnegie-Mellon Socrates Project and thereby signed an agreement to
implement the Panopto CourseCast, a classroom capturing system. The Socrates project allows educational institutions to implement CourseCast, developed at Carnegie-Mellon University, with none of the licensing costs associated with its proprietary competitors such as Echo360, Tegrity, or Apresso, and a \$5,500 "Silver Support" setup fee. This classroom capture system has been piloted for distance education in the 2008-2009 academic year.

SBCC is exploring both on-site and off-site streaming media systems. The College joined the California Community College EduStream consortium by which all streaming media, including classroom capture, can be uploaded to specialized remote servers for streaming on-demand without adding additional bandwidth traffic to the campus backbone. In fall 2008, the College invested approximately \$10,000 into a streaming media server that is hosted and maintained on campus by IT.

As one of distance education's core premises is "anytime, anywhere" learning, faculty and students can engage in teaching and learning from off-campus locations. Nevertheless, the College provides students with access to 1,190 computers in 29 labs to allow for work on their online courses from the Main Campus. Additionally, students are supported with authenticated WiFi access on the Main Campus. Faculty members also have access to lab computers and campus WiFi. Each full-time faculty member is also provided with a computer which is supported and refreshed by IT through a regular cycle. Many faculty members who teach online choose a laptop over a workstation, thereby enabling them the flexibility to hold class from virtually any location that supports wired or wireless Internet services.

Facility Utilization and Scheduling

As discussed above, the primary process used by the College for evaluating facility use is the annual submission of the Five-Year Construction Plan (IIIB.10) to the Chancellor's Office. This report indicates the College is currently under utilizing lecture space, adequately utilizing lab and office space, and has impacted utilization in AV/TV and library space due to minimal square footages of these two types of space. It appears the major factors contributing to the College's relatively low lecture room utilization rate are the limited number of classes that are scheduled on a Friday or during the weekend, as well as the need to update the Classroom Priority Chart (IIIB.15) to better match class sizes with room capacity.

The College is reviewing the room utilization on the Main Campus and at the Continuing Education centers to improve the poor utilization of its lecture type spaces. More classes have been scheduled on Friday at the Main Campus. Continuing Education has brought back to the two centers some of the classes offered at off-site locations and is researching the possibility of moving the Cosmetology program to the Wake Center. In addition, the Director, Facilities and Camus Development is working with the College's bond program manager to evaluate the possibility of removing several modular buildings from the Main Campus to reduce the capacity factor included in the Five-Year Construction Plan calculations.

Campus Safety

As noted previously, the Security staff works in conjunction with the Facilities and Purchasing departments. This cooperative effort has resulted in several improvements in the overall safety of the three campuses, examples of which include:

- An allocation of \$100,000 in 2006 to improve exterior lighting in poorly lit areas.
- An increase and upgrade of emergency phones to a total of 13 with plans for five more.
- Additional signs to provide clear information to students, faculty and staff regarding parking, building locations and other important campus information.
- The hiring of a contractor to expedite all repairs identified by Security staff.

The same criteria and process that are used for determining the safety of the Main Campus are also used in determining the safety of the Wake Center, Schott Center and Cosmetology facilities. When examining needs for off-campus sites, Security first assesses crime/incidents that have taken place, and then gathers input from staff, faculty and students regarding lighting, safety and emergency response time. The crime statistics for the Wake and Schott Centers show that the off-campus sites are very safe (IIIB.16). There is a slight difference in the perceived safety and actual safety due to the fact the off-campus sites do not have full or part-time security officers. For example, according to the Workplace Environment Assessment, conducted in fall 2008, 67% of respondents somewhat agree or strongly agree that campus security measures currently in place are sufficient. However, 27% of classified staff, 28% of managers and 31% of regular faculty disagree (IIIB.17). Additionally, there are fewer emergency phones at the two centers compared to the Main Campus. However, there are more extensive alarm systems for the off-campus sites. Facilities staff at the Wake and Schott Centers assist in providing security for their respective off-campus sites.

Construction Planning

In areas experiencing growth and increasing enrollments the College has responded by expanding or modifying facilities. The following examples illustrate how the College successfully implemented construction planning based on the consultative process that resulted in resource allocation towards the development of growing educational programs:

The Gateway for Student Success Center

Through the consultative process the College developed the Partnership for Student Success. The initiative identified the need for a Student Success Center, to house the program, and additional resources for staffing, equipment and materials. The College allocated over \$600,000 in one-time and ongoing resources for the 2006-07 and 2007-08 to fund the project. The process followed in developing and implementing the Partnership for Student Success is well documented in Standard IIA.

Construction Academy

The off-site Continuing Education facilities, Wake and Schott Centers, have grown in recent years to meet the needs of their respective programs. Six modular buildings were added to the Wake Center to house the Construction Academy and to provide additional classroom space. The Construction Academy is a relatively new program developed to fulfill the need for carpenters, plumbers and electricians in Santa Barbara County. This program has expanded rapidly, and required additional space in 2008-09.

Cosmetology

The College is currently exploring the possibility of relocating the Cosmetology program to the Wake Center. This relocation would save the College \$280,000 in annual lease payment for commercial space that houses the Cosmetology program. In addition, relocating the Cosmetology department would provide more efficient use of the space at the Wake Center improving the capacity to load ratios for this location.

Sustainability

There is currently no campus policy to apply the same level of green building standards for remodel or construction project as is enjoyed by the School of Media Arts project. The Workplace Environment Assessment, Table 25b indicates that 85% of managers, 77% of classified staff and 61% of faculty agree that SBCC is making a good effort towards sustainability (IIIB.17). In fall 2007, a study group was formed at the request of the Superintendent/President to review the impacts of signing the American College and University Presidents Climate Commitment (IIIB.18) and make a recommendation on their findings. This group concluded that it would "benefit the college to sign this commitment" (IIIB.19). After following the consultative process and receiving the endorsement of the Academic Senate, the Student Senate, the College Planning Council and the Executive Committee, this document was reviewed by Board of Trustees at a study session in April 2008. During this review a number of questions were raised that require further discussion and clarification. Economic, social and environmental benefits that could be realized by implementation of Board endorsed green standards will continue to be recommended by the environmental sciences departments, the Center for Sustainability, and Business Services divisions.

Self-Evaluation

The College meets the standard. As described above, the College has made extensive efforts and investments in all aspects of its physical infrastructure.

Planning Agenda

- 1. By December 2009, the Director, Facilities and Campus Development, working with appropriate staff, will develop the College's design and construction standards and incorporate sustainable practices where appropriate.
- 2. By spring 2010, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will revise the College's standard construction specifications to incorporate sustainable practices where appropriate.

- 3. By Spring 2011, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will develop the College's Integrated Pest Management to improve sustainable practices.
- 4. By Spring 2010, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will develop the College's recycling plan to improve sustainable practices.



B.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

At SBCC, staff, faculty and administration are involved in both College-wide master planning and more localized facility needs planning. This is accomplished through the program review process and the input of specific College committees and departments. These groups meet with their respective constituents on a scheduled basis to collect input on needed and proposed projects. This information is then presented during the consultative process for inclusion on applicable projects. Planning incorporates capital improvement and scheduled maintenance.

Capital Improvement

To assess the needs of programs and services when planning buildings, the College employs a consultative process that includes the Board of Trustees, college administration, faculty, staff and students. The resource needs identified in the program reviews are reviewed and discussed in the College Planning Council and ranked for recommendation to the Superintendent/President who then makes recommendations to the Board of Trustees.

Once resource allocation decisions have been finalized based on the consultative process, design consultants and professional engineers work directly with staff and faculty to develop architectural programs that address requirements in the following areas: (a) performance; (b) spatial; (c) educational; and (d) regulatory.

This development is done at a preliminary level when developing Final Project Proposals (IIIB.20) to request funding from the state and at a more refined and detailed level once funding has been approved and allocated and the project begins. As projects are developed through this process they are presented to the Board Facilities Subcommittee for their input and consideration. As a subset of the full Board of Trustees, the Board Facilities Subcommittee is comprised of three of the seven Board members. The subcommittee meetings are open to the public for review and comment on specific projects as well as the capital plans. The committee is also charged with reviewing overall design of major maintenance and capital construction projects.

Scheduled Maintenance

The College uses an online work order system to provide all employees with a means for reporting facility and equipment related issues, especially those pertaining to health and safety. Administrative staff in the Facilities and Operations department assign work orders to the appropriate staff on a daily basis. Work orders pertaining to health and safety or requiring immediate attention are relayed to Facilities and Operations staff via radio or cell phone to ensure immediate action. Remaining work orders are given a priority according to associated supervisor and staff schedule, and are completed accordingly.

In 2007-08, the College allocated \$3,043,000 towards maintenance and upkeep of facilities, representing approximately 3.6% of the expenditures in the 2007-08 fiscal year. This is an annual allotment, which is adjusted based on previous year expenditures, and covers the following departments and programs:

- Facilities and Operations department: includes the Maintenance, Custodial and Grounds departments which provide routine repairs, maintenance and upkeep on buildings, equipment and grounds.
- Transportation department: manages and maintains all College vehicles for the rental fleet, Facilities and Operations, Vanpool, Educational Programs and two 40+ passenger buses.
- Community Recreation: cleaning, maintenance and repair of facilities associated with athletics and special events.

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 local funds to meet the matching requirements (3:1 for Instructional Support, 1:1 for Physical Plant) to be eligible. These funds are then used to complete projects listed in the Scheduled Maintenance and Special Repairs Program Five-Year Plan (IIIB.21).

Self-Evaluation

The College meets the standard. The current work order system for Facilities and Operations does not provide a reporting tool to allow management to assess staff efficiency and resolve areas where improvement is needed. To resolve issues with the work order system, a Request for Bid (IIIB.22) was issued in July 2008 by the IT department requesting submittals for an improved system with reporting capabilities. The proposed system would combine the work order systems for several departments (Facilities and Operations, Information Technology Helpdesk, Student Support Helpdesk). The upgraded system would also allow users to check the status of a work order and would allow Facilities and Operations staff to post comments and identify any reasons for delay. At the October 30, 2008 Board of Trustees meeting, the proposal by Symantec (IIIB.23) was approved as the College's new Helpdesk Ticketing and work order software. IT, charged with the installation of this system, will establish the implementation and training schedule with the goal of going live in fall 2009.

With the addition and renovation of instructional and support space over the last five years, the current staffing and budgets for maintaining the additional equipment, such as motors, filters, air conditioning units, compressors, air handlers, are not adequate. Once the School of Media Arts building comes on line at approximately 65,000 square feet, proportional resources will need to be allocated for the maintenance, upkeep and repair of this valuable asset. Additionally, specialized training for sophisticated building control systems will be needed as technologies for building equipment advance.

The College's commitment towards funding major maintenance and scheduled maintenance projects has grown incrementally in the past five years, however, the Scheduled Maintenance and Special Repairs Program Five-Year Plan (IIIB.21) still has over \$2.3 million of unmet needs. The limited size of the maintenance staff to repair and maintain 686,441 gross square feet of facilities, including a wide array of compressors, pumps, air handlers, chillers, thousands of feet of utility lines, and hundreds of doors, switches, windows, filters, require that many repairs be contracted out or delayed. Virtually all electrical, plumbing, carpentry, concrete and painting projects are bid and contracted, since the College has limited staff to perform these tasks.

One of the primary sources for assessing the success and effectiveness of capital improvement and scheduled maintenance efforts in meeting the needs of programs and services is the Business Services survey, which was conducted in 1987, 1992, 1999 and 2003 (IIIB.11). Some questions relevant to these and other Business Services surveys were also included in the Workplace Environment Assessment, conducted in fall 2008 (IIIB.17). Results of these surveys generally indicated that instructional spaces are adequate in size and function but do not receive enough overall upkeep including minor repairs and cleaning. The Workplace Environment Assessment, in particular, noted that while 68% of the respondents somewhat agree or strongly agree that campus facilities are maintained to ensure a physically safe working environment, 30% of respondents disagree. When this issue is reviewed in disaggregate form, as shown in Table 13b, 48% of regular faculty disagree, compared to classified staff at 24% and management at 20% (IIIB.17). This concern is reflective of the staffing levels of the Facilities and Operations department, which is charged with these duties. The implementation of the Program Review process, where departments are provided the opportunity to show staffing deficiencies, attempts to address this shortfall. However, this long standing issue may not be resolved for several years due to current and projected state budget reductions.

In addition to staffing improvements, as mentioned earlier, another area that the College is working on improving is facility utilization. Currently, the District does not have good utilization rates as reflected in the Five-Year Construction Plan (IIIB.10). This has resulted in a problem when the College is being evaluated for new buildings and modernization projects by the Chancellor's Office for

funding in state capital bonds. Low utilization rates lead to lower prioritization of the College's projects resulting in the improbability of receiving state funding. In evaluating this issue, there are several areas that can be easily identified as contributing to this problem:

- Lack of credit classes scheduled for Friday
- A block schedule, holding classes Monday through Thursday, thus creating low utilization on Friday
- Different departments were given priority over rooms regardless of the size of the room, which sometimes leads to lower class size than the room can accommodate
- Continuing Education classes are primarily at night and on weekends, which leads to low utilization during the day
- Continuing Education classes are taught at sites other than the two Continuing Education campuses, which further erodes the capacity to load ratio evaluated by the state

The College is reviewing the room utilization on the Main Campus and at the Continuing Education centers to address improving utilization. More classes have been scheduled on Friday at the Main Campus. Continuing Education has brought classes offered at off-site locations back to the two campuses and is researching the possibility of moving Cosmetology to the Wake Center.

Self-Evaluation

The College meets the standard. The College has structures and process in place to monitor the physical resources at its three campuses and annually allocates money from the general fund for regular maintenance and upkeep. The College has a sound planning process in place to support development and maintenance. With the passage of Measure V, a local bond, over 70 maintenance projects will be done over the next three to five years for a total of approximately \$17 million. These projects are in addition to several major renovation projects.

Planning Agenda

None.

B.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

Universal Access

The efforts to remove architectural barriers to persons with disabilities have continued since the last accreditation review. The Sports Pavilion Remodel project is complete. One of the primary purposes of this project was to provide access from lower building levels and parking lots to upper level of campus.

In 2006, the College contracted with an accessibility consultant to update the former 1993 access survey of District facilities (IIIB.24) and to establish a new database to begin resolving non compliant building conditions and site features.

Due to circumstances beyond the College's control, the work was not completed. To resolve this and ensure the development of this critically important document, the College plans to issue a Request for Proposal for these services during summer 2009. Once this body of information has been developed, the College's IT department will begin to develop an intranet site for appropriate College staff to be able to access the information to begin planning barrier removal projects.

In February 2007, consultants under contract with the California Community Colleges Chancellor's Office conducted an on-site review to evaluate compliance with the Office of Civil Rights guidelines for Vocational Education programs. The College responded to the findings with a voluntary compliance plan (IIIB.25). The compliance plan identified a resolution for each of the findings and the timing for the resolution. The resolution of the findings is included with modernization projects included in the Capital Projects Plan, construction of the new School of Media Arts or with funding included in the bond.

Transportation and Parking

The College developed the Transportation Demand Management Plan (TDMP) to resolve parking issues with alternative solutions rather than adding more parking (IIIB.26). Measures in this plan include incentives and infrastructure development to support alternative transportation modes such as carpooling, the Vanpool program, bicycle and bus use, and distance learning opportunities. As a result of these measures and as illustrated in Table 1 below, the demand for parking has actually decreased 2% from spring 1999 to spring 2007, while on-campus enrollment has increased 12%.

SBCC Peak Parking Demand and Main Campus Attendance, 1999 to 2009

Peak Parking **On-Campus** Peak Parking **On-Campus** Enrollment Spring Change in Demand Term Demand Since 1999 Enrollment Change Since 1999 2,424 12,350 1999 2000 2,409 -0.62% 12,312 0.0% 2001 2,437 1.16% 13,113 6.5% 2,465 13,674 4.3% 2002 1.15% 2,378 14,068 2.9% 2003 -3.53% 2,407 1.22% -1.7% 2004 13,828 2,361 -1.91% 14,045 1.6% 2005 2006 2,321 -1.69% 13,867 -1.3% 2007 2,382 2.63% 14,091 1.6% 2008 . ٠ 14,342 1.8 2009 2,428 1.02% NA Cumulative 0.00%16.5%

Table IIIB.1

*Census not taken in 2008

In addition, the measures of the TDMP have kept the on-campus headcount constant as the total enrollment has increased from approximately 16,000 to almost 20,000. This has primarily been accomplished through the expansion of on-line and hybrid courses, professional development course and concurrent enrollment, all of which require or emphasize instruction at off-site locations resulting in reduced car trips to campus and thus parking.

Off-Site Services

To ensure off-site facilities receive equal oversight in upkeep, maintenance, planning and construction the College reorganized the Facilities and Campus Development management structure in April 2008 to create a new Director,

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Facilities position to oversee the Wake Center and the Schott Center (IIIB.27). This position provides management level oversight for construction and major maintenance projects that these centers had needed previously. Additionally, this position ensures qualified management and support for the Facilities staff at the centers that perform cleaning, basic building maintenance, grounds maintenance, restocking and security functions. Facilities staff at the Schott and Wake Centers have alternate job titles (i.e., facilities assistants) and job descriptions to those at the Main Campus (IIIB.28). These titles were developed in 2004 by Human Resources and the center managers to expand job responsibilities of existing facilities staff to better meet the specific needs of the Continuing Education programs and their respective facilities.

The growth in the student population at the off-site facilities created a greater demand for increased Security. There are a number of processes that allow the Security Department to evaluate the safety of its facilities. Security responds to and writes crime/incident reports that are evaluated to identify any vulnerable or unsafe areas. Additional information is provided by direct observation by the security staff and through student/staff surveys. Past surveys conducted in 1987, 1992, 1999 and 2003 (IIIB.11), evaluated how secure individuals felt on campus and their knowledge of security services that were available.

Self-Evaluation

The College meets the standard. Access compliance is included on the list of projects for the Measure V Bond, which was passed by the local voters in June 2008 (IIIB.29). Prior to receiving this funding, the College had not updated its 1993 access survey due to limited resources and, as a result, had not developed a remediation plan for addressing areas on campus that created hardships and barriers for persons with disabilities. However, immediate and resolvable accessibility problems either identified by the DSPS department or through a Facilities and Operations work order have always been addressed in a timely manner as the College's continuing goal has been to provide access to its programs and services without deterrent. Now that the College has the resources through Measure V bond funds to complete an updated survey, the College will be able to contract with an accessibility consultant to document existing conditions posing challenges to those with disabilities in order to prioritize projects starting with projects addressing the most critical issues. Funding designated for access from the bond is \$4 million. Additional funding is included in the modernization and maintenance projects as part of the project cost. This will provide significant resources for the College to use towards access improvement.

In an effort to improve parking availability on the Main Campus and in conjunction with the TDMP, the College evaluated putting a 450 car parking structure at Loma Alta drive under the pedestrian bridge to provide additional parking. Although measures included in the TDMP greatly reduce the overall number of vehicles on campus, parking demand is still a problem at certain peak hours of the day. Since 2000, the College has contracted with Associated Transportation Engineers to conduct an annual report of parking demand, bus ridership and machine traffic counts (IIIB.30). These reports illustrate the tentative balance between the number of cars compared to the number of parking spaces, and the peak hours for car trips that cause the College the greatest challenge. Ultimately, after working extensively with an architect, civil engineer and the City of Santa Barbara to begin plans for the parking structure, the California Coastal Commission, during its review of the School of Media

Arts project, required the College to remove the structure from its Long Range Development Plan (IIIB.31) in order to obtain approval for School of Media Arts. Alternately, the California Coastal Commission approval of the School of Media Arts project is contingent upon a provision that the College build 60 new surface parking spaces to accommodate the additional car trips associated with this new building. Several locations on campus are under review as potential locations for this additional parking. Construction for the School of Media Arts project is tentatively scheduled to begin in December 2010.

In response to survey results, data collected in incident reports and observation by the Security staff, the Security department has hired additional staff, increased training and improved enforcement of rules and regulations. Additionally, the growth in the student population at the off-site facilities has created a greater demand for increased security at both the Wake and Schott Centers. To enable the College to provide increased security and to generate revenue to support this service, the College will implement a parking permit system for the Continuing Education campuses (currently there is no charge for parking at the two centers). Students may either purchase a twelve-month permit for \$40, or a six-month permit for \$20. Revenue generated by the implementation of the permits will provide for a full-time permanent officer to cover both campuses and for twenty four hour part time security officers at each campus. Officers are also required to enforce the parking regulations including issuing citations and monitoring the lots for compliance. Additionally, the provision of security officers will respond to requests by administrators at both facilities for additional support to deal with other situations that need to be handled by well trained and experienced security. Primarily, these situations involve occasional altercations between students or with people on campus who are not students.

Planning Agenda None.

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.

Descriptive Summary

The primary process used by the College for evaluating facility use is the annual submission of the Five-Year Construction Plan (IIIB.10) to the Chancellor's Office. The Five-Year Construction Plan is an annual summary of current and proposed capital outlay projects identifying the total projected capital improvement needs. To support the request for projects and 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 (capacity is defined as the capability a facility has to generate contact hours, and load is defined as the current or projected enrollment level).

The following list provides a brief description of data used by the College in determining the sufficiency of its classrooms, laboratories, office space, and other facilities to meet the needs of its instructional and student support programs.

- **Room Utilization Report**: This report shows the days and times classes are scheduled (IIIB.32) each semester.
- **Room Conflict Report**: This report identifies instances in which requests to offer classes in a particular classroom/laboratory at a particular time overlap with one another (IIIB.33).
- **Room Availability Report**: This report identifies the days and times that classrooms/laboratories are available to schedule classes (IIIB.34).
- **Priority Room Chart**: This chart lists the priority for scheduling courses offered by a department in a particular classroom or laboratory (IIIB.15).
- Five-Year Construction Plan: This plan includes data on the lecture, laboratory, office space, and meeting room space utilization rates that are based on the state formula for calculating these rates. It also contains data that are used in the College's planning processes to meet existing and anticipated facilities-related needs (IIIB.10).

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 identify requests for additional and/ or modified facilities to be considered for funding. By following the College's facilities planning process, the needs for new and modified classroom, laboratory and office space were identified and subsequently included in the Five-Year Construction Plan and Measure V Bond.

Self-Evaluation

The College meets the standard. Program and service needs are currently being met and their projected facilities needs are scheduled to be funded from the state and/or from the local bond measure. However, in order to continue to meet this standard, a number of improvements need to be made in how classes are scheduled. Prior to the start of the fall 2005 semester, the College used a 17.5 week calendar that called for classes to be scheduled on Monday, Wednesday and Friday or on Tuesday and Thursday. For a variety of reasons, departments moved away from scheduling courses that in the past would have included a Friday meeting time, offering them twice a week between Monday and Thursday. In addition, an increasing number of four or more unit courses that in the past were offered four or five days a week were being scheduled for two days a week. One of the consequences of these gradual changes was that the start and end times for an increasing number of classes did not correspond to the standard time blocks. Recognizing that the approach being used to schedule classes in inconsistent time frames would prevent the College from being able to offer courses needed by students, the Superintendent/President, the Executive Vice President and the Academic Senate agreed to move to a compressed calendar for scheduling courses that specified standard start and end times. The proposal called for the vast majority of departments to include a Friday meeting time for at least 50% of their classes with four or more contact hours a week. The compressed calendar called for three unit classes to be offered either once or twice a week in the evening, once a week on Friday, or twice a week in a combination of Monday-Wednesday or Tuesday-Thursday times that adhered to a standard time block. The proposal to use the compressed calendar was approved by the Academic Senate, the Superintendent/President, and by the Board of Trustees on November 21, 2002 (IIIB.35).

It has become increasingly difficult to offer the full range of courses required to meet student learning needs for two reasons. First, the College needs to accommodate its current enrollment increase and demands. Second, it needs to offer a greater number of four and five contact-hour basic skills courses that allow students to meet course pre-requisites. In addition, the ability to meet the needs of programs and services was becoming increasingly difficult as a result of a number of departments not meeting the criteria to offer 50% of their classes with four or more contact hours with a Friday meeting time. Moreover, the Five-Year Construction Plan showed that the College was not using lecture classrooms to their full capacity.

The major factors contributing to the relatively low lecture room utilization rate are the limited number of classes that meet on a Friday or during the weekend, and the need to update the Classroom Priority Chart to better match class sizes with room capacity. At the request of the Superintendent/President, the Executive Vice President, Educational Programs, in consultation with the Academic Senate, formed an ad hoc work group of faculty, deans and students to identify strategies to make better use of existing classroom space to meet student learning needs. The outcome of this work group, which met in October 2008, was to develop and implement a Friday College to increase the lecture classroom utilization rate by offering more classes that meet on a Friday. This will also enable the College to offer additional sections during the Monday through Thursday block schedule times of courses required to respond to growth in enrollments. The Friday College will consist of a wide-range of hybrid classes that meet once a week on a Friday with the remainder of the courses being completed online. The faculty, deans, and students that took part in this meeting felt that the incentive of coming to class once rather than twice or three times a week, and finding a place to park on campus for those that do not use alternative forms of transportation would result in a greater number of students enrolling in courses that meet on a Friday. The work group also concluded that faculty would more likely teach on Friday if this option were available.

Since spring 2008 the College has been in the process of implementing Moodle to replace WebCT as its course management system. This implementation established the beginning of the planning process for the Friday College, with the expectation that it will be in place by the start of the 2010-11 academic year. This will provide faculty the time needed to learn Moodle and the human presence tools that are available to them through this course management system. This will also allow them to submit the course of record outlines required to offer 50% or more of a course in a Distance Learning format to the Curriculum Advisory Committee for its review. The evaluation of the success of the Friday College and other efforts identified to increase lecture classroom utilization rates will be completed at the end of the fall 2010 semester and again at the end of the spring 2011 semester.

Planning Agenda

None.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Long Range Planning

In the late 1960s, the Board of Trustees determined that a comprehensive master plan should be developed, as the expansion to the West Campus would occur and an overall plan was essential. The Master Plan was developed in the early 1970s and approved by the Board of Trustees in 1974 (IIIB.36). The Plan showed a maximum capacity of 6,000 students. The campus construction and development followed this Master Plan during the rest of the decade and into the early 1980's. The College amended the 1974 Master Plan as a public works plan following requirements of the California Coastal Act and California Environmental Quality Act. As a result, the Long Range Development Plan (LRDP) was established and has become one of its primary planning documents (IIIB.31). The Long Range Development Plan is required to be amended and approved by the California Coastal Commission, the governing body that regulates development activities within the coastal zone to protect the coastline and ensure environmentally sustainable use.

The College contracts with an engineering and environmental planning firm, Dudek, to ensure the LRDP meets the criteria and standards required by the California Coastal Commission, and to accurately reflect the College's proposed plan for future growth and improvements. Through the LRDP review process, the College was also able to receive approval for the construction of the School of Media Arts building, a 65,000 square foot, high technology building that is the only new construction project on the College's list of future projects. Approval was obtained due to the well considered design, including reduced height, protection of native flora and fauna, and overall sustainability due to the project's goal of attaining a Leadership in Energy and Environmental Design certification from the United States Green Building Council (IIIB.12).

The College's LRDP was most recently revised in May 2008 (IIIB.31) to align with the list of projects that went through the College's consultative process and were ultimately approved to be proposed for the June 2008 local bond. By completing this process the College accomplished Objective 33 under Goal 12 of the 2005-2008 College Plan "Complete and communicate the updated long-range development plan" (IIIB.37).

In June 2008, the College successfully passed Measure V (IIIB.29), a local bond measure for \$77.2 million intended to:

- Improve academic facilities for student transferring to four-year colleges;
- Modernize and improve facilities for nursing, radiologic technology, health care and training for other career opportunities;
- Apply green building guidelines to improve energy efficiency and promote a sustainable, healthy learning environment;
- · Make all facilities accessible to persons with disabilities; and
- Provide seismic and safety upgrades.

To ensure the College had enough funds to complete this list of facility improvements in order to better serve the students, the primary objective of this bond measure was to qualify the College for matching state funds for projects included in the Five-Year Construction Plan (IIIB.10). Each year the College submits a Five-Year Construction Plan that ranks requested construction projects for subsequent years to the Chancellor's Office of the California Community Colleges. The Chancellor's Office recommends to the state Department of Finance campus projects in a ranked order for state-wide bond funding. However, over the last several years state funding has not provided adequate funding to cover all project costs resulting in many community college districts going out for local bonds to supplement this shortfall. Table 2 below lists the projects that were funded or were approved for funding since the College's 2002 self-study.

Table IIIB.2 SBCC's Approved State Funded Projects Since 2002

Description Project Complete building renovation of 46,500 gross square feet gsf for Earth & Biological Science Remodel seismic upgrades, building and fire code compliance, accessibility compliance and instructional program improvements. Physical Science Building renovation of the west wing of the Physical Sciences Renovation - West building to eliminate health and safety hazards for students and staff, Wing and to meet current building code and accessibility requirements. Gym Remodel Expansion of the existing gymnasium to create 4,065 assignable square feet asf of general classroom space and 3,940 asf for the Life Fitness Center. Installation of pedestrian ramp and elevator to provide access to the upper level of campus. High Technology Construction of a new 65,000 square foot high technology building for Building/School of the School of Media Arts to consolidate programs currently scattered Media Arts throughout campus into a single facility. Drama Music Complete building renovation of 35,000 asf to provide state of the art technologies for instructional programs, to meet current building, fire Modernization life safety and accessibility code.

Since the previous self study, the College received over \$10 million in state funds for construction and renovation of facilities. In addition, another \$97 million has been requested. However, due to the current economic challenges facing the state, the Chancellor's Office has decided to postpone a statewide bond until 2010 resulting in delays to proposed future projects.

As indicated above, state funding for projects does not cover all project costs for the successful completion of a project resulting in the need for the College to allocate local funds. Table 3 lists the specific projects included in the Measure V Bond campaign and indicates estimated amount required by state and local funding.

	State	College Funding	Total
Project	Funding	(Measure V)	Funding
ADA Compliance Issues	s -	\$ 4,050,000	\$ 4,050,000
Drama Music	\$ 12,711,681	\$ 9,976,731	\$ 22,688,412
Major Maintenance Projects (50%)		\$ 8,828,758	\$ 8,828,758
High Tech - School of Media Arts	\$ 32,072,000	\$ 9,345,200	\$ 41,417,200
Contribution from Foundation for School of			
Media Arts			\$ 5,000,000
Physical Science East Wing Modernization	\$ 4,225,000	\$ 3,033,333	\$ 7,258,333
Schott Center Modernization (ADA/Seismic)	\$ 9,506,000	\$ 7,084,680	\$ 16,590,680
Humanities Building Modernization	\$ 17,893,864	\$ 14,051,134	\$ 31,944,998
Major Maintenance Projects (balance)	S -	\$ 8,828,758	\$ 8,828,758
Classroom/Lab Modernization for nursing,			
health, auto and other career tech programs	\$ 1,099,149	\$ 1,173,459	\$ 2,272,608
Wake Center modernization	\$ 8,813,710	\$ 6,586,929	\$ 15,400,639
Campus center - School of Culinary Arts			
Renovation & Expansion	\$ 4,998,862	\$ 3,811,084	\$ 8,809,946
Physical Science 101 Modernization	\$ 738,628	\$ 471,947	\$ 1,210,575
Total	\$ 92,058,894	\$ 77,242,012	\$174,300,906

In addition to the major renovation and new construction projects, Table 3 includes a line item for major maintenance projects (IIIB.38) that is also included in the bond. A significant amount of bond funds have been allocated to major maintenance projects, which range widely in scope from upgrades to the pedestrian bridge connecting the east and west sides of the Main Campus, to more basic infrastructure repairs of hardware, HVAC equipment and building finishes.

The Facilities, Capital Projects, and Maintenance section of the College Plan 2008-11 (IIIB.39) formulates the basis of the College's long range planning efforts as it moves forward with implementing the Measure V Bond (IIIB.29). Having been prepared, revised and ultimately approved through the consultative process, the College Plan 2008-11 represents the College consensus on what long range planning efforts should focus. Through the refinement of the Long Range Development Plan and the Five-Year Construction Plan, and the implementation of the Measure V Bond program, the College will be able to effectively address and implement measures that support these goals.

Total Cost of Ownership

Due to the exceptionally high cost of real estate in the Santa Barbara South Coast area in conjunction with manageable student growth rates, the College has not recently purchased nor leased additional sites or buildings. For this reason, total cost of ownership for the College's physical assets generally includes:

- Project costs for capital improvement projects (including design, government review/approval, construction, testing and inspection, and contingency)
- Annual allocations for utility costs
- Annual allocations for maintenance and repair projects
- Facilities and Operations staffing costs

Planning and management of capital improvement project costs is assigned to the Vice President of Business Services and the Project Manager hired to oversee the implementation of the Measure V Bond program. Annual allocations for utilities

and maintenance projects are recommended by the Controller based on analysis of previous needs and expenditures. Facilities and Operations staffing levels have been determined by the College's consultative process based on resource availability and prioritization. The recent implementation of the program review process has allowed for better identification of staffing needs.

Self-Evaluation

The College meets the standard. Expenditures for maintenance and upkeep of facilities are tracked and published annually in the College's annual Institutional Effectiveness Report (IIIB.40). Figure 1 from the 2007-08 Annual Report shows yearly expenditures for maintenance and upkeep of College facilities starting with the 2003-04 fiscal year. These amounts include salaries, employee benefits, supplies and materials, and other operating expenses and services. Amounts do not include monies allocated for major maintenance and construction.



^{2003-04 2004-}Source: Facilities & Operations

As illustrated by this information, the College continues to moderately increase budgets allocated for upkeep and repair of existing facilities in recognition of continuously rising costs for owning, maintaining, repairing and upgrading buildings. The Accounting department tracks and reports this data through the Financial Reports. These reports are then used as the data to build the following years' budgets in consultation with facilities management staff.

To budget amounts for annual utility costs, the Accounting department records utility costs throughout the current year, calculates total annual expenditure per utility type and applies an industry recognized index to this amount to determine the following year's budget allocation. Cost of electricity, gas and water per square foot is also tracked and published in the Institutional Effectiveness Report (IIIB.40) and follows:

Calendar Year	Cost of Electricity per Square Foot	Cost of Gas per Square Foot	Cost of Water per Square Foot
2003	\$1.40	\$0.20	\$0.27
2004	\$1.38	\$0.25	\$0.25
2005	\$1.51	\$0.29	\$0.21
2006	\$1.64	\$0.22	\$0.22
2007	\$1.61	\$0.28	\$0.29

Table IIIB.4

In recognition of the general trend of increasing utility costs, the College contracted with Viron Energy Services in October 2001 to conduct a comprehensive energy analysis (IIIB.41). This report identified the College's energy consumption and provided recommendations for energy efficiency measures to implement. Since then, the College has completed numerous efficiency projects resulting in substantial energy savings, reduced utility costs and revenue generation via utility company rebates for completed measures. Table 5 summarizes accomplishments to date.

Table IIIB.5

SBCC Energy Efficiency Projects Completed Since 2003

Energy Conservation Measure (ECM)	Energy Conservation Measure Description	ECM Implementation Cost (S)	Projected Annual Savings (\$)	Equipment Life Cycle (Years)	Projected Life Cycle Savings (S)
Chiller Replacements (6)	Replaced existing chiller units showing declining performance and poor efficiency. Existing units were all at the end of their expected life time and replacement improved energy efficiency and reduced District electricity costs. Additionally, new equipment improved system capacity and lowered maintenance expenditures	529,525	114,544	25.0	6,284,401
Phase I Lighting & Controls Campus Wide Phase 2 Lighting & Controls Campus Wide	Upgrade existing fixtures from T-12 to T-8, install controls, replace incandescent fixtures and replace appropriate EXIT signs in all buildings on Main Campus, Schott Center and Wake Center	882,725	188,800	6.0	10,358,420
Stadium Lighting	Upgrade stadium lighting to improve energy efficiency and minimize spill light and glare	284,498	11,213	10.0	615,196
Boiler Replacements (3)	Replaced existing boilers that served the building heating or hot water systems. Existing units were beyond the end of their life cycle and required excessive upkeep and repair by Maintenance staff. Replacing units has improved capacity and reduced natural gas consumption.	206.456	49,740	30.0	2,728,961
Vending Misers	Installed thirty four devices on refrigerated vending machines throughout the Main Campus to reduce power usage. Vending Misers are operated via the use of an occupancy sensor, internal and external thermostats and programmable timer.	28,500	22,720	5.0	1,246,522
Photovoltaic Project	Install carport structures with photo voltaic panels on top at three surface parking lots on West Campus. Panels will generate approximately 200kW of power which is estimated to provide approximately 10% of the Main Campus power needs.	2,380,000	90,000	25.0	4,937,806
Heaters	Replaced three existing heating units at the School of Culinary Arts building with new Sterling heat/vent units.	79,000	19,098	30.0	1,047,802
Total		\$4,807,204	S 556,909		\$30,554,541

In the past, capital improvement long range planning and educational program planning have not always been developed in coordination with one another. This would occur mostly out of necessity, often when a deadline had to be met for a state report, or a project had to be completed due to emergency or other issue. However, over the last four to five years these two major College planning efforts have synergized, in large part due to the extensive level of coordination and planning required for the Measure V Bond. To better understand the needs of the students, faculty, staff and the community, the list of projects proposed to be included in the bond was reviewed by the College Planning Council, the Academic Senate, the Student Senate and the Executive Committee, with subsequent revisions and ultimate approval. This process also provided assurance that faculty, staff and students were unified in their support of passing the bond measure. As a result of this improvement in collaborative planning, the College has a long range capital improvements plan in place that accurately reflects the needs of the College. To oversee and manage the scheduling and implementation of these long range plans supported by bond funds, the College has contracted with a program management firm, URS Corporation.

It should be noted that the collective long range planning efforts and resulting success with passing the bond accomplished Objective 38 under Goal 13 of the 2005-2008 College Plan, which states "Assess the community support for a bond. If deemed feasible, conduct a campaign that will lead to passing the bond measure" (IIIB.37).



Although well established, the Total Cost of Ownership process at the College has not resulted in additional staffing required for the amount of square footage the College occupies. Since 2004, resources have not been allocated to resolve this deficiency while approximately 22 additional modular buildings have been installed totaling another 35,520 square feet to maintain. By not addressing this deficiency the continued dissatisfaction with building upkeep noted by faculty and staff in Business Services surveys will be perpetuated. The implementation of the program review process will hopefully improve this situation. Given the reductions in state funding for community colleges, it may take several years to be able to address this need.

Planning Agenda

None.

B.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

As a result of planning for the local bond campaign, the College included all major College committees in the facilities planning process. In September 2005, the College hired a construction management and cost estimating firm to assist with preparing a comprehensive list, and associated cost estimate, of all needed and anticipated facility improvement and construction projects throughout all three campuses. The resulting master list then proceeded through the College's consultative planning process, allowing all levels of the College through institutional governance committees to expand, refine and prioritize projects based on educational and programmatic needs. As a final step in preparing for the bond election, the master plan of projects was presented to the community of Santa Barbara via polling consultants to better understand how the College's facilities could better serve the community.

Planning for major maintenance projects follows a slightly modified process. The College's master list of incomplete major maintenance projects started developing several years ago to capture critical facility needs that could not be immediately funded but needed 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. Information is collected from department chairs, provided to divisional deans then submitted to the Executive Vice President of Educational Programs and the Superintendent/President for inclusion on the list. Once all this information is captured, the Unfunded Major Maintenance Project list follows the consultative planning process for prioritization of projects and allocation of funds. Health and safety projects are given automatic priority, the remainder are allocated as either a one, two or three level priority. A section is included for unforeseen projects that require immediate action.

A revised program review process was implemented at the College in fall 2008. Reviews are divided into three categories: Operational Program Reviews, Facultyled Student Services Program Reviews and Instructional Program Reviews. The program review process provides a hybrid system for facilities and equipment requests via an online form that requires a description and approximate cost. Each College department submitted its program review in December 2008. The consultative process for reviewing and prioritizing requests began in spring 2009. This new process has formalized and streamlined the request process in an attempt to provide a vehicle for all departments to have an opportunity for explaining their individual objectives and associated physical resource needs.

Self-Evaluation

The College meets the standard. The planning documents that are outlined throughout this section create the baseline for determining the College's recognition of the physical resource needs of program and service areas and its effectiveness in meeting those needs, which is illustrated in Table 6 below.

Baseline Document	Program/Service Needs Addressed	Effectiveness
Program Review (IIIB.13)	 New facility and equipment needs based on information in department's objectives list. Existing facility or equipment improvement or repair based on use and observation. 	Undetermined until process has completed full review cycle.
Major Maintenance List (IIIB.39)	 Ongoing/unforeseen repairs or improvements based on unknown condition and therefore not captured in the program review request Unforeseen emergency or Health & Safety projects. Projects identified by Facilities management as required for continued operation and/or safety. 	Multiple projects have been comp to date, primarily Health & Safety Priority 1 projects. Bond funds an oversight by Program Manager sh increase efficiency of project completion.
Scheduled Maintenance & Special Repairs Five- Year Plan (IIIB.20)	 Projects identified by Facilities management that meets criteria for state funding. New or replacement instructional materials that meet criteria for state funding such as books, maps software or audio visual equipment. 	State funds have allowed the Colle to complete several critical infrastructure projects. Examples include fire alarm upgrades and replacement at new modular buildings, glazing upgrade for cod compliance and seismic requirement at Campus Center, and replacemene inefficient HVAC and electrical equipment at multiple locations.
Five-Year Construction Plan (IIIB.10)	 Modernized, expanded and/or new instructional facilities and equipment resulting from major renovation and new construction projects listed in the plan. 	Over the last five years the Colleg has renovated the Earth & Biologi Sciences building, the Sports Pavi and the west wing of the Physical Science building with state fundin State funding has been approved f the Drama Music Modernization project and the School of Media A project.
Long Range Development Plan (IIIB.31)	 Long term and large scale planning issues generally including parking, vehicular and pedestrian circulation routes, traffic impacts, alternative transportation, installation and removal of modular building swing space, site and habitat restoration, and capital improvement projects. 	LRDP was re-approved by the California Coastal Commission in April 2008. Due to the long term nature of this document, plans and projects included (i.e. traffic studii parking expansion, creek restoratii habitat maintenance, watershed studies) are worked on incrementa and are generally on-going.
College Plan 2005-08 (IIIB.37); 2008-11 (IIIB.39)	 Verification that physical resource planning is in alignment with priorities and principals of other major college plans 	Multiple goals and objectives from 2005-08 College Plan were accomplished.

Table IIIB.6

Baseline documents are listed in Table 6 starting with the most local and specific physical resource planning document, the Program Review, to the most global planning document, the College Plan. Although they are not developed sequentially, they generally build on one another. Each of these documents is analyzed and used to flush out issues and needs that the other documents and plans can further address and resolve. Their presentation in Table 6 as a suite of planning documents represents the collective effort by the College to respond to all levels of physical resource and institutional needs.

Due to the multiple major renovation projects included in the Five-Year Construction Plan (IIIB.10) the College will need to develop a master swing space plan to effectively and efficiently relocate all departments affected by these projects. This plan will identify the specific physical resource needs for each department requiring relocation. This information will then be laid over the existing inventory of swing space to identify possible locations and configurations for these departments. This process will also identify the extent of remodeling efforts that will be needed to provide departments with facilities and equipment that avoid disruption of programs but do so at the least cost possible to the College. Based on preliminary studies of this plan, it also appears the College may finally be able to remove a number of older modular buildings which would have several benefits:

- Improve facility utilization ratios undermining state funding for new construction.
- Remove buildings that were originally intended to be temporary and thus not Division of the State Architect approved.
- Reduce operation and repair costs.
- Assist with limited staffing in the Facilities and Operations department.
- Improve the overall appearance of the campuses.

To assist in preparing this plan the College has contracted with Kruger Bensen Ziemer Architects, RJC, Inc. and URS Corporation to provide architectural, construction management and program management services respectively.

Planning Agenda

None.

References

IIIB.1	Campus Map
IIIB.2	Measure V – Full Text Ballot Proposition
IIIB.3	Security Department Web site http://www.sbcc.edu/security/
IIIB.4	City of Santa Barbara, Fire and Safety Inspection Notice - Sample
IIIB.5	Board Policy 6800 and Administrative Procedures 6800 Injury
	and Illness Prevention Program
IIIB.6	Emergency Plan, January 2007
IIIB.7	AHERA Compliance Inspection Report for SBCC, January 1989
IIIB.8	Asbestos Assessment at SBCC, Industrial Hygiene Management,
	Inc. March 2007
IIIB.9	Facilities, Safety, Security and Parking Committee,
	Meeting Minutes - Sample
IIIB.10	Five-Year Construction Plan 2010-2014
IIIB.11	Business Services 1987, 1992, 1999 and 2003 surveys
IIIB.12	United States Green Building Council http://www.usgbc.org
IIIB.13	Operational Program Review Template
IIIB.14	Fixed Assets and Equipment Inventory List
IIIB.15	Priority Room Criteria and Chart - Sample
IIIB.16	Crime Statistics for Wake and Schott Centers
IIIB.17	Workplace Environment Assessment Fall 2008
IIIB.18	American College and University Presidents Climate
	Commitment Letter
IIIB.19	Letter to Superintendent/President Regarding American College
	and University Presidents Climate Commitment
	November 27, 2007
IIIB.20	Final Project Proposal Example - Administration Building
	Modernization

- IIIB.21 Scheduled Maintenance and Special Repairs Five-Year Plan
- IIIB.22 Request for Bid #637, Project: Helpdesk Ticketing Software
- IIIB.23 Symantec Proposal for Helpdesk Ticketing Software, August 19, 2008
- IIIB.24 Barrier Identification Access Survey and Transition Plan, January 1993
- IIIB.25 Voluntary Civil Rights Compliance Plan for SBCC, May 30, 2007
- IIIB.26 Transportation Demand Management Plan April 2009
- IIIB.27 Director, Schott and Wake Facilities Job Description
- IIIB.28 Facilities Assistant Job Description
- IIIB.29 Measure V Web Site http://www.sbcc.edu/measurev/
- IIIB.30 Associated Transportation Engineers Annual Traffic Counts
- IIIB.31 Long Range Development Plan, Revised May 2008
- IIIB.32 Room Utilization Report Sample
- IIIB.33 Room Conflict Report Sample
- IIIB.34 Room Availability Report Sample
- IIIB.35 Board Meeting Minutes November 21, 2002
- IIIB.36 Master Plan for Santa Barbara City College, WBP Press, September 1974
- IIIB.37 College Plan 2005-2008
- IIIB.38 Major Maintenance Projects Included in the Measure V Bond
- IIIB.39 College Plan 2008-2011
- IIIB.40 Institutional Effectiveness Annual Report 2007-2008
- IIIB.41 Comprehensive Energy Analysis, Viron Energy Services, 2001

10.3 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.

C. Technology Resources

Significant technology activity has taken place over the last five years at Santa Barbara City College (SBCC). This activity is reflected in the level of funding for technology resources. When compared to the national averages for community colleges, as reported in the EDUCAUSE Core Data Service Summary Reports (IIIC.1), SBCC has been consistently higher than the national average for two year colleges in every year reported (Table IIIC.1). Although EDUCAUSE started including this statistic in the 2004-05 survey, the results of the 2007-08 are unavailable. If the national percentages remain relatively stable and the current economic recession does not disproportionately impact California Community Colleges, SBCC should continue to stay ahead of the national average in the 2007-08 and 2008-09 academic years as well.



IT Budget, as a % of Total College Budget, Compared to National Average

As noted in Table IIIC.1, the percentage allocated to Information Technology (IT) had an upswing in the 2005-06 and the 2006-07 budget years, reflecting the additional costs of implementing the SunGard SCT Banner Enterprise Resource Planning (ERP) system. Since the bulk of this implementation effort and expenses were seen in those two years, by 2007-08, the percentage spent on IT had returned to 7.7%, very close to the pre-implementation 2004-05 level of 8%. The technology allocations at the College are actually higher than shown since,

Table IIIC.1

unlike many of the other higher education institutions listed in the national statistics, we do not include telephone services and print and duplicating services in our technology budgets; they are part of the Business Services Division.

A team of experienced professionals is supporting Information Technology at SBCC. Staff members include 33 from Information Technology, 15 from Educational Programs, and seven IT support persons reporting directly to department chairs or deans. This team provides support for 1,300 faculty and/ or staff workstations, 1,400 student lab workstations, 123 central servers, over 60 enterprise applications (IIIC.2), wireless (WiFi) access in all public student areas as well as in many conference rooms and classrooms, and support for a campus network that includes the Main Campus, two Continuing Education centers, SBCC's off-campus Kinko's Early Learning Center, as well as the College's offcampus Cosmetology Program (IIIC.3).

The College's ample technology funding allows every full-time instructor to have his or her own computer and small groups of adjunct instructors to share clusters of computers. Every computer is on a four-year replacement cycle. Additionally, a computer is provided to each staff member who requires one as part of his or her job function. These are also placed on a four-year replacement cycle. To provide the best possible learning environment for our students and to ensure a current platform for constantly evolving instructional software, computers in student labs are also refreshed on a four-year cycle. Computers that exit the cycle are not recycled for other uses within the College due to the significantly increased support burden that this practice would place on the organization.

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.

Through the College consultative process, as well as its Program Review resource request process, the College has been very diligent in identifying, planning and deploying its technology infrastructure. For example, the implementation of the SunGard SCT Banner Student System in April 2007 focused not only on the systems supporting traditional data processing by College staff, but also targeted student needs for online services including admissions applications, registration, access to grades and transcripts, and the consolidation of these services into a user-friendly portal system. For faculty, the new system provided online access to class rosters, schedules, reports, and student transcripts necessary for advising. It also provided a variety of communication tools that allow faculty to disseminate announcements to specific classes or groups of students. Similar to the student interface, these faculty services have been consolidated into a single portal, providing a simple and intuitive interface by which faculty may access all available online services.

Each year the College evaluates the effectiveness of its technology initiatives in meeting the diverse needs of its target audiences. These evaluations are driven by several evaluative measures: (1) campus-wide technology satisfaction surveys; (2) helpdesk query resolution trends; (3) responses to College needs developed in the weekly Educational Programs, IT Coordination groups; and (4) discussions in technology-related committees including the Instructional Technology Council, the District Technology Council, the Committee on Online Instruction, the

Portal Steering Committee, the Banner Steering Committee and the Committee on Teaching and Learning. Over the last five years we have continued to add computers on campus faster than our enrollments have increased, reducing the ratio of students to computers from 10.2 to 8.5 (IIIC.4). At the same time, the average age of our computers at replacement has been reduced from 4.6 years to 4.1 years (IIIC.4). Equally important to the broad range of on and off-campus constituencies, SBCC's server uptime ratios have improved from 98.6% in 2003-04 to 99.95% in 2007-08, reflecting improvements in our ability to provide a highly reliable infrastructure (IIIC.4).



SBCC has consciously and methodically embraced modern day technology advancements, which fuel institutional efficiency and access, organizational development, and contemporary pedagogy. College faculty, students and staff members represent their constituencies and alert technology-related committees to ensure that evolving needs are recognized and met by evolving technologies. These discussions inform the Program Review process from which the resource requests arise. Resource requests from the program reviews are ranked by the Vice President, Information Technology and are then discussed within the College Planning Council and assigned an institutional ranking for inclusion in the annual budget development process. As of January 2009, the main impediment to improving technology resources at the College is not planning, but rather, funding. With the state budget reductions already in place and the broader fiscal uncertainty that looms across all California Community Colleges, SBCC will continue to act cautiously and find ways to provide the best possible use of technology resources at the most reasonable cost.

C.1.a Technology services, professional support, facilities, hardware, and software are designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The following narrative explores in more detail the infrastructure as well as the planning and governance processes that brought our newer systems into existence over the past five years.

Network Infrastructure

The College 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 myriad instructional and administrative applications. The Main Campus network consists of fiber WAN links supporting the two Continuing Education campuses; a dedicated leased circuit to the Kinko's Early Childhood Learning Center; and a sophisticated multi-core, multi-gigabit LAN connecting all the buildings on the Main Campus. The Main Campus LAN provides over 2,200 10/100 megabit connections within all campus buildings and 10/100/1000 megabit connections in the digital arts labs; provides over 50 WiFi access points covering all public areas and meeting rooms, supporting laptops, PDAs and smart cellular phones; and has over 123 servers supporting both instructional and administrative applications (IIIC.3).

With the addition of new campus buildings as well as the recent growth in wireless devices on campus, the number of connections to our network continues to grow. In January 2009, the College recorded over 2,800 unique wireless-enabled devices connecting to the campus network (IIIC.5), largely connecting to the Luria Library, the Learning Resource Center, and the Campus Center.

The main data center located in the MacDougall Administration Center was upgraded in 2005 with redundant air conditioning systems, upgraded redundant uninterruptable power supply (UPS) equipment, and the installation of a new 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.

Server configurations for most of our 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. This configuration provides high availability and a very scalable solution for quickly ramping up additional capacity in response to increases in demand. Where feasible, the front-end servers are configured as Virtual Machines in our VMware clusters. These Virtual Machines can be cloned rapidly and the clones brought online behind the load balancer when more capacity is required.

Data storage needs are supported by two EMC Storage Area Networks (SAN) providing over 8 terabytes of disk capacity for our enterprise applications. Although somewhat expensive, SAN storage provides very high reliability. Moreover, the SAN snapshot capability allows our system administrators to make quick and frequent backups of our production data as required. The SAN snapshots also streamline the production of tape backups by allowing the database to be offline only for the few minutes that the snapshot requires. The snapshots can then be written to tape independently without interfering with the activities of the production system, thus minimizing the amount of time our production systems need to be offline for archival backup to tape.

The College has recently upgraded the primary telephone system to support Voice over Internet Protocol (VoIP) services. This has resulted in the distribution of new VoIP handsets on the Main Campus allowing us to converge both phone and data connections. In addition, this capability has also enabled us to provide expanded services to our satellite campuses and the Kinko's Early Learning Center. At the remote sites, the College was able to replace aging Key systems with VoIP handsets connecting to satellite PBXs over existing data circuits. This initiative enhances communication services with clearer and more reliable technology while lowering annual costs by eliminating the Key systems and some of the dedicated local phone services that they previously required.

Enterprise Applications

The College is approaching the end of a multi-year implementation of a new Enterprise Resource Planning (ERP) system (IIIC.6). To begin this process, a request for proposal (RFP) was disseminated in December 2004, with a January 21, 2005 deadline. Two vendors, Datatel and Sungard SCT, were selected as finalists and invited on campus for extensive demonstrations of the functionality of their systems. The College devoted extensive time and effort to develop business scenarios which were provided to the two vendors in advance of the on-campus demonstrations. These demonstrations were conducted in February and March 2005. More than 100 faculty and staff were involved in these demonstrations. All functional areas of the College as well as technical staff participated actively in the selection process. Follow up on-campus sessions on specific service delivery areas were conducted by both vendors in April and May 2005. After extensive analysis, the College decided to implement not only a new student system, but an entire integrated system, including the Finance, Human Resources, Financial Aid, and the Luminis Portal modules. The College selected SunGard SCT Banner as its new integrated system and the work on the implementation began in June 2005 with a planning phase. Table IIIC.2 outlines the implementation timeline for the SCT Banner major modules.

Table IIIC.2

SCT Banner Implementation Timeline

Area of Implementation	Completion Date	
SCT Finance	December 2006	
SCT Human Resources	January 2007	
SCT Admissions	January 2007	
SCT Financial Aid	March 2007	
SCT Registrations and Records	April 2007	
Luminis Portal Integration	April 2007	

Each of these targets dates were achieved with the exception of the payroll component of the Human Resources module. A significant portion of this module has been implemented but the institution is still working on the payroll integration with the county.

Additional Portal Integrations

With the implementation of a fully integrated ERP system, the College chose to extend this level of integration to many of the other enterprise applications that are supported on campus. The center of this integration is the campus portal which is an integrated part of the SCT Banner ERP. The SCT Banner portal, Luminis, provides a single sign-on front end to features built into the Luminis portal as well as access to Banner Finance and Student Records. As part of the Banner implementation, the College has also began the integration of other enterprise systems using the integration tools provided by the Luminis portal. The first integration was with the Blackboard ID Card system. The College integrated ID card production with Banner as well as the debit card features

available from within the Luminis portal. Since the SCT Banner implementation, the College has integrated a number of other applications into the Luminis portal (IIIC.7). These include, but are not limited to: (a) DARS, a degree audit application for students; (b) Job Connection, a job placement service for students; (c) Xythos, a web file storage solution for students and faculty; and (d) Moodle, the new learning management system on campus (IIIC.8). The SCT Banner Luminis portal, known on campus as Pipeline, can be viewed at http://pipeline.sbcc.edu/. Upon signing in, students, faculty and staff have access to a personalized portal providing e-mail, timely campus and personal announcements, featured items, dates and deadlines, registration and student records, course planning, the online edition of the College newspaper, and a variety of services, resources, and information.

Technology for Teaching and Learning

Technology accommodates the College's curricular commitment to all classroom-based and online modalities of student learning. The IT Department supports a total of 157 media classrooms on the Main Campus. Faculty, staff, and administrators in the Instructional Technology Committee selected 68 classrooms to be retrofitted with a new standard of media-enhanced technology and identified an additional 89 classrooms that did not require retrofitting. The new standard, based on faculty best practices for multimedia pedagogy in the 21st century, includes a computer teaching station with broadband Internet connectivity integrated with a VCR/DVD player supporting closed-captioning, audio and video controls, an LCD projector, stereo speakers, and a soon to be implemented emergency communications system.

Through the College's Media-enhanced Classroom Initiative (IIIC.9), a total of 19 rooms were retrofitted with multimedia teaching stations as of June 2008 at a total cost of \$237,500, yielding 69% of the IT-supported classrooms available for multimedia-supported instruction on the Main Campus. This initiative, resulting from a dialog between faculty and administration, is intended for completion by June 2011 when an additional 49 classrooms will be retrofitted with the current multimedia standard for a total added cost of \$472,500. The continued financial uncertainty resulting from the state fiscal crisis has delayed phases two and three of this project.

To support faculty and student interest in reusable learning objects, the College joined the Carnegie-Mellon Socrates Project (IIIC.10) in 2007 and signed an agreement to implement the Panopto CourseCast classroom capture system (IIIC.11). CourseCast is a server-based software/hardware system enabling video and audio capture of classroom sessions. The sessions are then compressed by the system and uploaded to a streaming server for viewing on-demand. Since every Banner-generated class also auto-generates a Moodle course shell, faculty members can embed the classroom capture link into their Moodle courses for students to review at their convenience. Students can either view entire sessions or search keywords to jump to sections of interest. The Socrates Project allows educational institutions to implement the CourseCast classroom capture system developed at Carnegie-Mellon University without the licensing costs associated with its proprietary competitors such as Echo360TM, TegrityTM, or ApresoTM. SBCC also joined the California Community College EduStream consortium (IIIC.12) by which all streaming media, including classroom capture, can be uploaded to remote servers for streaming on-demand without adding additional

bandwidth traffic to the campus backbone. To ensure redundancy and failover, in fall 2008 the College invested an additional \$10,000 into a streaming media server that is hosted, maintained and supported in-house. The College is planning to deploy the media-enhanced platform to all classrooms on its three campuses, to implement a pilot study for lecture capture in up to ten classrooms, and if judged successful by annual survey results, will expand the deployment of the lecture capture system to a minimum of fifty Main Campus classrooms in the next planning cycle.

In view of the successful 2006-2007 student response system (i.e., classroom clickers) pilot (IIIC.13) and the subsequent recommendation by the faculty, staff, and administrators on the Instructional Technology Committee (IIIC.14) to expand this pilot, funding permitting, the College also plans to outfit a total of 10% of its Main Campus classrooms with a standardized student response system by 2011. Through student and faculty response to pilot studies, SBCC will thus assess the efficacy of full implementation in the next planning cycle of a scalable, continuously-evolved media-enhanced classroom standard augmented with both a student response system in the physical classroom and lecture capture component for online streaming on-demand.



Main Campus classrooms are currently supported by WiFi technology (IIIC.3). The Technology Plan 2008-11 addresses extending wireless services to the Schott and Wake campuses as well.

Distance education (IIIC.15) at SBCC is also undergoing rapid changes in accordance with student demand for increased interactivity and social presence in their online classes (IIIC.16). This campus-wide project began in 2007 and is being undertaken in three phases.

In the first phase, which took place throughout the 2007-2008 academic year, the College conducted a thorough examination of proprietary and open-source course/learning management systems (IIIC.17) including a review of the research literature (IIIC.18), surveys of and discussions with other colleges, and an institution-wide dialog. Following this research and discussion, the Committee on Online Instruction (COI) voted in favor of migrating from the costly WebCT/ Blackboard course/learning management system to a customized enterprise-level integration of the open-source system known as Moodle (i.e., Modular Object-Oriented Dynamic Learning Environment). Their recommendation (IIIC.19) was approved by the Academic Senate in spring 2008.

In Phase II (IIIC.20) of this initiative, which began after the Academic Senate approval in spring 2008, faculty cohorts began a continuous process of Moodle training through the one-month CCC@One online course and the series of four-day intensive on-campus Moodle training classes provided through the Faculty Resource Center (FRC). Faculty members follow this training by working with Faculty Resource Center staff to redevelop their classes with the full feature support of Moodle version 1.9. The College also invested \$25,000 into a Moodle production server and expanded storage area network (SAN) space which was deployed in fall 2008. IT staff then began the integration of Moodle with the campus student information and the campus portal. By summer 2009, all courses previously taught at the College in WebCT/Blackboard would have been transitioned to Moodle (IIIC.15), allowing the College to reinvest up to the approximately \$1.3 million projected for Blackboard licensing and server costs through 2015 to be reinvested towards development and support of a Moodle environment for students, as well as the requisite training and support of faculty for course design, development, and teaching with a high level of synchronous and asynchronous interaction.

Phase III (IIIC.15) of this initiative begins in fall 2009 and continues through 2011. There will be three outcomes of this phase. First, every course in Banner will automatically generate a Moodle shell, allowing every faculty member the opportunity to teach technology-enhanced classes. Second, all classes will appear prominently in the role-based Pipeline portal profiles for easy access by students, faculty, and staff. Third, the Moodle environment will contain interactive and rich media technologies. These technologies include Web 2.0 tools including: 1) streaming video; 2) podcasting and vodcasting; 3) on-demand streaming of lecture capture; 4) voice boards that will allow students to interact audibly in the discussion threads; and 5) voice-over-Internet protocol (VoIP) supporting synchronous communication among students, between students and their instructors, and between students and college student support services.

This three-phase project plan will allow the College's distance and technologyenhanced educational initiatives to scale and evolve in accordance with the increased demands and expectations that students have already shown for remote and hybrid educational experiences (IIIC.16). Moreover, with the Moodle-Banner integration and ensuing auto-generation of course shells for all courses offered, the College will unify support of their teaching and learning efforts under a, flexible, consistent learning interface for students in online, hybrid, and Webenhanced classroom-based instruction. This will expand access and provide a consistent level of quality in an engaging, rigorous learning environment for all SBCC students. An online orientation to distance learning is being developed to help students succeed in this new environment. Additional programs shown to improve student success in their online classes will be tied to these efforts. These include an automated customer relationship management approach to contacting all distance education students to ensure that they are engaging in their required first-time orientation and in their online classes and augmented support for nights and evenings, when College helpdesk logs show that many students are engaging in their online classes.

College-Wide Communications

In response to requests from students, faculty, and staff for additional functionality, the Portal Steering Committee (IIIC.21) established a design team in 2007 to experiment with improvements intended to increase the Portal's consistent use by a broader campus constituency. As a direct result of this work, by spring 2008 the portal has evolved from a largely static interface to a rich media tool that includes RSS feeds, streaming media, integration with the Campus Card and Xythos web file sharing, dual-language support, a campus announcement blog, access to campus news and events, and a host of additional features. Consequently, Google Analytics shows an unprecedented increase in Portal usage. In the seven-day period between January 26 and February 1, 2009, 30,556 unique users made 102,203 visits to the Portal, viewed 396, 495 unique pages and spent an average of 07:23 minutes on each visit (IIIC.22). With the migration of Continuing Education payroll to the SCT Banner payroll system, all Continuing Education adjuncts are now in the SCT Banner HR database and consequently have a campus portal (Pipeline) account and can access campus web-based resources. The Portal also provides a link to the faculty "Flex" site where faculty can record their professional development activities. Additional Portal integrations include Moodle and the Job Connection. Future modifications to the Portal will focus on a customized Portal experience based upon roles, which will provide a distinctive experience based upon the needs and interests of faculty, staff, and students.

The Marketing Department, in collaboration with the Web workgroup and IT, will launch a new College Web site in the 2009-2010 academic year. This site is specifically designed to provide individual academic and administrative departments tools to create their own college-branded content using the OmniUpdate content management system and through the support of the Extensis Portfolio digital asset management tool. The new site has been designed to better showcase the SBCC student experience, to deliver information to current and prospective students in a more relevant and contemporary fashion, and to allow faculty, staff and administrators the ability to continuously update their respective sites. Additionally, the site navigation will communicate the breadth of student support services and swiftly deliver information and content each visitor seeks.

College-wide communications are also supported by telephony (landline, cellular, and VoIP), Pipeline and GroupWise e-mail, instant messaging, and digital signage. In 2008, the College doubled its e-mail throughput by outsourcing its spam filtering to Postini, a 100% hosted message security and compliance solution.

Continuing Education

Continuing Education has recently upgraded its computer infrastructure and implemented Lumens, an online student information system. The Lumens system is a hosted Web service developed for the continuing education market and is in use in a number of other Continuing Education Divisions across the California Community College System. The College also signed a collaborative agreement with Augusoft, the company which owns and operates Lumens, to develop California Management Information System (MIS) reporting elements within Lumens that will help the College capture data for state reporting. The registration component of this system went live on December 1, 2008, capturing registrations for all of the Continuing Education winter courses. The College will continue to work with Augusoft to complete the contracted MIS reporting elements and to develop additional tracking elements that we anticipate will be required in the future by the California Community Colleges Chancellor's Office.

Backup and Disaster Recovery

The College provides multiple levels of backup and archival storage for enterprise digital resources. Nightly SAN snapshots capture complete backups for enterprise servers, allowing rapid restoration of files that have been inadvertently deleted. Nightly backups are also written to tape. A weekly tape is moved off-site for archival storage on a four week rotation. Monthly tapes are also stored off-site on a six-month rotation.

The campus data center, located in the MacDougall Administration Center, has redundant air conditioning, redundant Uninterruptable Power Supplies, and has generator backup for longer term power outages. The server rooms are located on the inner core of the second floor of the building. Access to the server rooms is restricted to Information Technology staff only.

Self-Evaluation

The College meets the standard. The inception of the media-enhanced classroom initiative and the institutional transition to single support for a customized, consistent Moodle course/learning management system to support fully online, hybrid, and Web-enhanced classroom-based instruction, the judicious use of technology to support teaching and learning has begun to crystallize into a rich teaching and learning environment for students, faculty and staff. Upon this foundation, the College continues to expand options for working students to complete certificate and degree programs through online and hybrid modalities.

Planning Agenda

None.

C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Three primary groups are served by the Information Technology department at SBCC: (1) students; (2) faculty; and (3) administrators/managers and classified staff. The following section details the ways in which quality technical training is delivered to each campus constituency.

Information Technology Training for Students

Information technology training is initially 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. After their initial contact at the point of admission, student cohorts receive additional training in the Cyber Center through the student help desk known as Student Technology Support. 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
- Using the Xythos Digital Locker file storage system
- Connecting to the campus WiFi network.

Students also receive ongoing training and support in the Cartwright Learning Resource Center and the Luria Library, including training in the following areas:

- Enhancing computer skills
- Using technology resources to achieve better test results
- Using the Internet
- Employing presentation applications such as PowerPoint
- Accessing media, research, and reference databases

Additional one-on-one assistance is provided by Student Technology Support for the duration of a student's enrollment at SBCC. The effectiveness of this training is continuously evaluated through several evaluative measures such as the attainment of student learning outcomes and student surveys. Training improvement and enhancement is also formed via input from technology committees such as the Information Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee. The Student Senate is also actively engaged in providing feedback, while the Information Technology - Educational Programs workgroup continuously reviews new and proposed enhancements.

Continuing Education students at the Wake and Schott Centers are provided training through the Learning Center. Here 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. Continuing Education computer centers also provide opportunities for students in computer courses to practice and finish their class lessons.

Information Technology Training for Faculty

The College provides faculty myriad 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, SCT Banner, Xythos Digital Locker, Moodle, campus WiFi network, and the College's Mediaenhanced classrooms (IIIC.23). New contract faculty members are provided an even more in-depth three-day series of training seminars and workshops (IIIC.24)

on a broader range of campus student information and other systems. Both new adjunct and new contract faculty members are then invited to attend the semiannual faculty in-service days, during which time a broad range of technology training opportunities are presented (IIIC.25). In addition, new faculty members participate in monthly Teaching and Learning Seminar workshops throughout their first year at the College.

When faculty members become department chairs, (IIIC.26) they are offered additional training on the specific campus technology systems they will depend upon in their new roles. In addition, faculty attend a two-day symposium-style series of workshops throughout the Fall and Spring In-services. During these workshops, they learn about principles for universal design, disaster preparedness, using OmniUpdate and Extensis Portfolio, teaching in Moodle, using GroupWise, accessing the Financial Reporting System, using Active Directory and a host of enterprise campus applications. Human Resources also trains faculty, most notably, in their one-on-one training for accessing and utilizing the People Admin software system.

The Faculty Resource Center (FRC) is central to ongoing training at the College for full-time and adjunct faculty. The FRC, comprising two Main Campus buildings and six full-time staff members, provides in-person, online, synchronous, and asynchronous training. This training is available through a series of scheduled workshops and classes each semester, by appointment, and on a drop-in basis. Examples of training provided by the FRC (IIIC.27) include:

- Diversity at SBCC
- Introduction to Online Teaching
- Working with Difficult Students
- Technology and Accessibility
- Adding Multimedia to Your Moodle Courses
- CCC Confer
- Reading and Critical Thinking
- Adding Media to PowerPoint
- Strategies for Using Moodle to Improve Classroom Retention
- PowerPoint I
- Classroom Assessment Techniques
- Using Turnitin
- Creating an Electronic Grade book using Micrograde
- Introduction to Pipeline/Banner

The Faculty Professional Development Committee (IIIC.28) plans and organizes technology training through its "Flex" site, its workshops, its symposia, its Student Success Grants (IIIC.29), 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,
comprised 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 (IIIC.30). 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 though feedback on faculty surveys, analysis of helpdesk calls, and input from faculty technology committees such as the Information Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee. Further, direct faculty perspectives are disseminated to the Director of the Faculty Resource Center, the Dean of Educational Programs, Technology and the Vice President for Information Technology. As mentioned earlier in this section, the Information Technology - Educational Programs workgroup reviews new and proposed systems that incorporate the abovementioned feedback.

Information Technology Training for Administrators/Managers and Classified Staff

Administrators/managers and classified staff are also provided technology training via regularly scheduled Management meetings, subsidized Continuing Education courses, and an annual Management Retreat. Additionally, workshops, conferences, symposia, Webinars and other online resources, such as Enterprise Training's My SkillSource are offered routinely. Cohort and self-paced distance education courses, such as the sexual harassment training, are offered annually to administrators/managers. In addition, the Staff Resource Center (IIIC.31) provides individual one-hour sessions by appointment in PC GroupWise e-mail. In collaboration with the accounting department, the Staff Resource Center provides 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. Similar to the previously listed sections, the effectiveness of Information Technology training is evaluated through direct faculty feedback to the Dean of Educational Programs, Technology and the Vice President for Information Technology. It is also measured via the analyses of helpdesk calls, input from Human Resources and Legal Affairs, discussions at Management meetings and by the review of new and proposed systems that generate from the Information Technology - Educational Programs workgroup.

Information Technology Support for Students, Faculty and Staff

Just as Student Technology Services and the Cyber Center support SBCC students, the Information Technology Help Desk provides telephone and online support to faculty, administrators/managers and classified staff. The IT Help Desk also provides one-on-one training for faculty, administrators/managers and classified staff that need additional assistance using a variety of enterprise applications such as Xythos, Banner, GroupWise, and Pipeline.

Self-Evaluation

The College meets the standard. The College provides effective training in current and emerging technologies for students, faculty members, administrators and staff. Efforts are made by the entire campus community to remain informed of the latest technologies, to integrate them into institutional practices, and to communicate these practices through ongoing pre-announced training opportunities to all constituents. While some baseline data regarding training needs for the campus community have been developed, additional data will be required to retool programs, analyze their effectiveness, and work towards their continuous improvement. In the future, a universal attendance system will be developed to track personnel enrollment figures in Information Technology training programs.

With the advent of 3G mobile devices and their increasing market share over PDAs, calculators, GPS and other hand-held and Web-capable devices, training in the use of mobile broadband handsets may help speed and integrate communication among students and College personnel. Additionally, the College will continuously survey the technology usage patterns of its diverse student body to inform strategies that institutionalize best practices. For example, students are increasingly engaging in social collaboration and networking through Web-based rich media applications such as YouTube. Thus faculty will benefit by learning how to produce and upload Web videos to their Moodle class shells.

Planning agenda

- 1. By Fall 2010, the Vice President for Information Technology will form a task force to establish and gather baseline data on the information technology training needs of the campus community, analyze this data, and develop training improvement plans.
- 2. Educational Programs staff will study the feasibility of expanding its existing support for students and faculty from a five-day per week 8:30 a.m. 4:30 p.m. service, to one that includes nights and weekends in recognition of the 24 hour, seven day a week nature of contemporary higher education.

C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Since 2001, the College has committed at least \$1.2 million annually to refreshing computer technology and infrastructure. The District Technology Committee (IIIC.32), in consultation with the Instructional Technology Committee, developed a long-term technology refresh procedure 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 (IIIC.33). As mentioned, campus student computer labs, numbering almost 1,400 desktop computers, are on a four-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 replaced on four- and five-year cycles. Servers, printers, and network equipment are replaced at or within manufacturer's end-of-life schedules.

Goals and objectives within the District Technology Plan 2008-11 are given priority and are funded through Educational Programs or Information Technology department budgets as well as through the resource requests identified through program reviews. All hardware purchases that meet institutional requirements are included in the technology refresh cycle funded by the College refresh budget. Projects requiring additional funding are prioritized through the program review process and submitted to the College Planning Council for review and final priority assignment.

Self-Evaluation

The College meets the standard. Over the years, SBCC has provided adequate resources for the replacement of aging computers, workgroup printers, servers, and network infrastructure. The College systems are highly reliable, exceeding 99.8% availability on a regular basis and follow industry best practices for disaster recovery.

Planning Agenda

None.

C.1.d The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

Technology is a widely infused essential resource across campus. Decisions over resource use and distribution stem from the program review process and Information Technology initiatives that are directly tied to the District Technology Plan 2008-11. Requests for new technology resources are prioritized by the College Planning Council and recommended to the Superintendant/ President for inclusion within the annual budgeting process. The following narrative describes some of the major technology initiatives that have either been recently completed or are currently in progress at the College.

As part of the implementation of the SCT Banner ERP, the College followed SunGard's Unified Digital Campus philosophy (IIIC.34) 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 e-mail. 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) (IIIC.35) as the authentication mechanism, providing global credentials that can be recognized across all campus electronic systems. When students or employees log into the campus portal, a credential is created in their browser that identifies them to other CAS aware applications. Therefore, as users move from one site to another no additional authentication is required.

Portal accounts are created automatically for students and employees. The portal directory serves as the directory of record for third-party applications as well, providing simultaneously provisioned role-based access to all applications linked to and from the portal. As soon as a student receives an acceptance e-mail from the College, his/her account on the portal is created by an automated process and he/she can access privileges based upon the configured student status. Employee accounts are also automated and are created subsequent to their employment. Employment termination by HR also results in those accounts being deprovisioned, thereby removing their access privileges.

Campus wireless access is ubiquitous, requiring Web sign-on using the same authentication schema used elsewhere at the College. The number of connections to campus WiFi access points is closely monitored (IIIC.5) 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. Access to the GoPrint print release stations was made available to users of the campus wireless network during spring 2009. This allows students on the wireless network to print to network printers in our public areas just like the permanently wired lab computers. The wireless network also supports MAC address enabled connections providing seamless connectivity for PDAs and smart phones once registered with the IT Help Desk.

Debit privileges, enabled as part of the upgrade to our campus ID card system (IIIC.6), allow the use of the campus ID card for payment for almost all campus financial transactions including food service, bookstore, vending, pay for print, library fines, and van pool fee payment. A Web interface is also provided for parents, allowing them to add value to their student's campus card from off-campus, and also allows the parent to restrict the funds to specific areas such as bookstore, dining, or campus printing.



As mentioned earlier, all students and employees have access to the Xythos Digital Locker Suite, a Web-based file storage that is available both on and off campus. This permits students and employees the ability to save their work to their personalized digital locker from any place on campus and then access these very files offsite. Additionally, faculty can share assignments with students, create digital drop boxes for assignments, and track student use of online materials.

For its distance education programs, the College has relied upon the WebCT course learning management system since 1998. When the new Dean for Educational Programs with responsibility for the Online College joined the College in July 2007, it was determined that this dependence on a proprietary

for-profit system was unsustainable for pedagogical, institutional and financial reasons. Pedagogically, Blackboard products are limited by the company's closed-source model that blocks integration with SBCC enterprise systems and external third-party applications. Blackboard has also proven to be slow to market responding to student need for effective contact through high-touch Web 2.0 practices adopted elsewhere on the Internet. This well-documented, broadly-communicated decision was reached in reaction to Blackboard's practices including its legal challenges to competitors such as Desire2Learn, its refusal to negotiate consortium pricing with the California Community College System and the pressure it has placed on faculty and administrators to unify their campuses on its system. Over the last several years, Blackboard's services have also come under scrutiny at the College due to its poor delivery of hosted services, exemplified by its consistent inability to provide timely back-ups to the College. This issue alone has negatively impacted the institution, both in terms of our ability to provide faculty timely course rollover and our requirement for data archival. Of equal importance to the organization are the financial ramifications of continuing with Blackboard course learning management system products and hosting services. Projected costs for the College's dependence upon Blackboard through 2015 were in excess of \$1.3 million. Following a lengthy campus-wide discussion, in spring 2008 the College began transitioning to the open-source course learning management system known as Moodle through the re-allocation of Online College funds formerly used to support Blackboard WebCT with a net savings to the institution by 2015 and a significant long-term savings after that year.

Self-Evaluation

The College meets the standard. During the implementation of the District Technology Plan 2005-2008 (IIIC.36), the College made considerable progress towards meeting client expectations for expanded and effective use of technology in instruction and College operations. Within the last four years the College has:

- 1. Implemented a new ERP
- 2. Continued the refresh of College desktop computers
- 3. Expanded the deployment of campus WiFi access
- 4. Upgraded and expanded the installation of multi-media equipment in classrooms
- 5. Integrated the campus portal with the new ERP
- 6. Provided seamless access to third-party applications
- 7. Provided easy to use Web file storage

The College also transitioned from an externally hosted legacy version of the Blackboard course/learning management system to an internally-hosted, customized version of Moodle, bringing ease of use to faculty, students and staff regardless of the physical distance between them. Significant enhancements to all these systems are contained within the District Technology Plan 2008-2011 (IIIC.37) to meet the College's rapidly growing technology expectations.

Planning Agenda

None.

C. 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.

Descriptive Summary

Technology planning is guided by three-year District Technology Plans: 2005-2008 (IIIC.36) and 2008-2011 (IIIC.37). These plans are part of the overall strategic planning activities and provide direct support for the College Plan 2008-11 (IIIC.38). The six major goals in the current District Technology Plan come directly from the College Plan 2008-11. These goals all have direct or indirect requirements of technology which are more clearly defined in the District Technology Plan.

The District Technology Committee, charged with the development and implementation of the Technology Plan, is chaired by the Vice President, Information Technology, and has representation from all campus groups. The District Technology Committee also oversees planning for the purchasing and replacement of all campus technology. Approximately \$1.2 million has been allocated annually by the College for replacement of outdated technology. The District Technology Committee has approved a standard replacement cycle of four years for student laboratory computers, four years for faculty and staff PCs, and five years for Apple computers. Network hardware, network printers, and multimedia equipment are on five to ten year replacement cycles dependent upon vendor life cycles.

Departmental planning is integrated into the annual Operational Program Review with linkages made to the District Technology Plan and the College Plan. Monthly reports by departmental representatives are presented during meetings of the District Technology Committee on all College technology projects, including Continuing Education. Additional input on instructional technology activity is provided by the Instructional Technology Committee, which is an Academic Senate committee. The Instructional Technology Committee chairperson and four other faculty members also serve on the District Technology Committee. The District Technology Committee reports their progress and activities to the College Planning Council and the Superintendent/President.

The governance structure for technology planning is designed to enable decisions regarding technology initiatives to be made by those most closely affected by technology advancements and initiatives. Decisions regarding IT initiatives are evaluated with respect to each of the following five factors: (1) customer needs and expectations; (2) empowerment of the individual; (3) efficient and effective operational processes; (4) maintaining a competitive edge, (5) and relevance to both the College Plan and the District Technology Plan. In order to facilitate the planning and decision-making process, members of the Information Technology and the Educational Programs organizations serve as technical support and resources to units of the College that are responsible for using technology to serve their clients (i.e., students, faculty, staff, and community-based organizations).

Self-Evaluation

The College meets the standard. Institutional projects, driven by the District Technology Plan, are reported regularly to the Instructional Technology Committee and the District Technology Committee and are compared to the metrics of success contained in the Technology Plan. The College Planning Council, in allocating new resource recommendations for technology projects, uses the strategic plans to help make their recommendations in addition to the standard criteria for all campus resource requests. Funds are allocated annually for the refresh of College owned technology equipment, an integral part of the College budgeting process. Departmental requests for new technology resources are embedded in the annual Program Review process, reviewed by the area Vice President, and submitted to College Planning Council for review and assignment of an institutional priority prior to the preparation of the College draft budget for the next fiscal year.

Planning Agenda

None.

References

IIIC.1	EDUCAUSE Core Data Service Summary Report
IIIC.2	Administrative Systems Support Matrix
IIIC.3	Infrastructure Survey, February 6, 2009
IIIC.4	Institutional Effectiveness Report 2007-2008
IIIC.5	WiFi Usage Report, January, 2009
IIIC.6	Banner Implementation Documents
IIIC.7	Luminis Documentation
IIIC.8	Moodle Documentation http://www.moodle.org
IIIC.9	Media Enhanced Classroom List
IIIC.10	Carnegie Mellon Socrates Project Agreement
IIIC.11	Panopto Course Cast Lecture System
IIIC.12	California Community College Edustream consortium,
	http://www.edustream.org/
IIIC.13	Student response systems pilot 2008-2009 ITC Agenda,
	February 27, 2009
IIIC.14	ITC Minutes May 8, 2009
IIIC.15	Substantive Change Proposal April 2009
IIIC.16	Online College Student Experiences Survey 2007-08
IIIC.17	Course Learning Management Systems Literature Review
IIIC.18	COI Handouts Learning Management Systems Bibliography
IIIC.19	Learning Management System Resolution
IIIC.20	Moodle Training in FRC: http://frc.sbcc.edu/
IIIC.21	Portal Steering Committee Agenda February 5, 2009
IIIC.22	Portal Google analytics Report, January 26 to February 1, 2009
IIIC.23	New Adjunct Faculty Orientation Agenda Spring 2009
IIIC.24	New Contract Faculty Orientation Agenda Fall 2008
IIIC.25	In-service Agenda Fall 2008
IIIC.26	New Department Chair Orientation

IIIC.27	FRC Training Schedule https://flex.sbcc.edu/Catalog.aspx	
IIIC.28	Faculty Professional Development	
	http://www.sbcc.edu/facultydevelopment/	
IIIC.29	Student Success Grants 2007-08	
IIIC.30	Faculty Flex http://flex.sbcc.edu	
IIIC.31	Staff Resource Center http://www.sbcc.edu/staffresourcecenter/	
IIIC.32	Computer Refresh Procedures, District Technology Committee	
	Minutes December 1 and December 15, 2006	
IIIC.33	District Technology Committee Minutes April 21, 2006	
IIIC.34	SunGard HE Unified Digital Campus	
	http://www.unifieddigitalcampus.com/	
IIIC.35	Central Authentication Services	
IIIC.36	District Technology Plan 2005-2008	
IIIC.37	District Technology Plan 2008-11	
IIIC.38	College Plan 2008-11	

10.4 Standard IIID: Fiscal 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.

C. Financial Resources

D.1 The institution relies upon its mission and goals as the foundation for financial planning.

D.1.a Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Fiscal planning for the College has been stable. The budget principles (IIID.1) have not changed significantly over time providing for a balanced budget, adequate ending balances and conservative forecasts. The resulting strong financial position was validated in the ratings the College received for the November 2008 bond offering for capital projects.

Standard & Poor's (S&P) Ratings Services assigned its AA+ rating to SBCC's election of 2008 series A general obligation bonds (IIID.2). S&P stated that the rating reflects the District's:

- Location within Santa Barbara County's diverse local economy
- Strong income and extremely strong wealth indicators
- Strong financial performance with strong reserves, access to alternate liquidity sources, and enrollment demand characteristics
- Low debt burden

Moody's investor Service has assigned an Aa2 rating to the SBCC District's General obligation bonds, Election of 2008, Series A (IIID.3). The rating reflects the College's strong wealth levels, sound fiscal position, and low debt levels.

Financial and institutional planning at SBCC are closely intertwined with both S&P and Moody through routine processes involving classified employees, administration, faculty, the Superintendent/President and the Board of Trustees.

Prior to fiscal year 2008-09, the expense budgets were rolled over from one year to the next. The salaries were estimated based on the negotiated agreements with the Instructors Association (IA), Classified Staff Employees Association (CSEA), confidential employees and managers/supervisors. As departments had needs that exceeded these budgets for supplies or classified staff the director or dean would put in a request with the area Vice President. These resource requests were compiled and sent to the College Planning Council. College Planning Council would rank the requests based on the perceived needs of the College. Funds were allocated to these resources as new sources of revenue were identified. The source of revenue could be from growth, reallocation, equalization or one-time funds. This resulted in the funding of major projects like the implementation of SCT Banner, development of course, departmental and institutional Student Learning Outcomes (SLOs), and the Partnership for Students Success (PSS). The SCT Banner system brought online registration and the integration of student services, human resources, purchasing, accounting and financial reporting. The SLOs and PSS are discussed in Standard IIA. Although the College Plan was often referenced in the process, there was no explicit or formalized link from the resource request through the allocation of funds.

In fall 2008, the College implemented a Program Reviews process for operational units and revised program reviews for instructional and faculty-led student services for the 2009-10 budget to establish the link from Program Reviews to planning and budgeting to allocation of funds to the College Plan.

The Instructional Program Review process ensures that instructional 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. Changes in the process will ensure that planning is more closely aligned with budgeting processes and that all programs are reviewed more regularly. The Continuing Education Division regularly reviews course offerings to assure that it is meeting the changing needs of the over 50,000 local residents who enroll annually. Non-instructional components of the Operational Program Reviews aim to review and assess their operations model. The Operational Program Review is a collaborative goal-setting and assessment process designed to help improve and refine College services. All non-instructional service areas or "Operational Units" undergo self study as part of the process, resulting in a comprehensive assessment of institutional effectiveness.

The Program Review process also ensures that programs and program plans are consistent with the College Plan and Mission. Program Reviews are updated annually and serve as a vital component in the planning and budgeting process. Completed reviews are shared with relevant governance groups, the Executive Committee and the College Planning Council and made available to the entire College community online. The results of discussions in the planning committees are intended to link into budget planning. Program Review provides a means through which units set goals and objectives that support the College's strategic initiatives.



The main oversight committee that reviews and consolidates all major plans from all areas of the college, both institutional and financial, is the College Planning Council. As the primary planning committee of the College, the College Planning Council has purview over both financial and institutional planning. As a result, financial and institutional planning is integrated. The purpose of the College Planning Council 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.

The College Planning Council 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, the College Planning Council reviews and advises the Superintendent/ President on policy matters requiring broad institutional input prior to recommendation to the Board of Trustees, when no other appropriate governance mechanism exists.

The College Planning Council is chaired by the Superintendent/President. Membership of College Planning Council includes administration, faculty, staff and a student representative. The College Planning Council reviews requests for budget increases and reductions. Budget development follows the Board approved principles of budget development and is guided by the College Plan.

Recently the College spent almost 18 months evaluating the needs of the campus and created the "Capital Projects" requirements for the next 10 years. This resulted in the College successfully pursuing a capital bond, Measure V. The process involved the entire campus community through open forums, College Planning Council, Executive Committee, Academic Senate and community constituents. What follows is the introduction to the Capital Projects Plan. The Board of Trustees of the Santa Barbara Community College District, in consultation with the public, local governance groups and the College community, evaluated the critical need to maintain high quality, affordable local higher education for our area residents, and established the following goals for long-term capital improvements:

- Protect the quality and appropriateness of existing facilities.
- Provide quality instructional facilities that encourage innovation, and modify existing facilities that support advances in the delivery of education that promote student learning.
- Modify existing facilities to accommodate new instructional programs that prepare students for career opportunities and/or transfer to four-year universities.
- Reduce future costs by implementing preventive maintenance in a timely manner, and replace aged building systems with new energy and water efficient systems.
- Modify facilities on each of the college's three campuses to make them more accessible to people with disabilities.
- Provide quality learning and work environments for students, faculty, and staff.
- Meet the required local matching funds requirements for State-approved facilities improvement projects.
- Implement new federal and State emergency/disaster response requirements.

As part of its ongoing duties, the Board will continue to monitor community population and demographic labor force and technological changes and, in consultation with faculty, staff, students, and the public, will continue to update the facilities and program offerings on all three campuses (Main Campus, Wake and Schott Centers) to meet local needs.

Another locus of planning for major Education Programs expenditures is the Planning and Resources Committee, a subcommittee of the Academic Senate, which provides for faculty involvement in determining institutional priorities for space utilization. The committee makes recommendations from educational programs and the faculty regarding budget priorities and major academic initiatives and also serves as the expert faculty resource committee on academicrelated budget issues. The Planning and Resources Committee provided the recommendation to the Academic Senate and subsequently to the College Planning Council on the ranking of the capital projects.

2008-09 was a challenging year with the California State budget reductions. The deferred approval of a State budget, followed by months of inaction by the legislature as the budget deficit continued to mount, seriously impacted budget and planning at the College. With the "final state budget" for 2008-09 passed in February 2009, real revenues were decreased, a deficit factor was applied and there was no COLA to offset the increase in costs, and additional deferred payments were mandated. This led to the need to reduce expenditures during the year, long after the budget year had started. The College took action by reducing the budget by \$1,129,000 in June 2008 and again by \$1,118,500 in January 2009 in anticipation of the final state budget. The reductions were implemented following

the budget principles, which prioritize two main factors: retaining regular employees and maintaining high-quality instruction and service to students. The reduction process was a recommendation from the Superintendent/President and the Executive Committee, which discussed with the College Planning Council and with the Board at study sessions (IIID.4). The managers were responsible for identifying the specific areas to reduce and made the recommendations at the account level. The reductions were then approved by the Board of Trustees. The need for these reductions and the State budget situation were communicated to the College in the fall 2008 budget forum (IIID.5) and in the spring 2009 faculty in-service program (IIID.6).

As Table 1 illustrates, budget reductions stemmed primarily from support service allocations, travel and conference funding, and equipment replacement and repair provisions.

Table IIID.1

2008-09 Budget Reductions

Reduction Amount	Category
\$17,414	Consultants
\$785,953	Hourly staff
\$45,571	Stipends
\$101,498	Supplies & Printing
\$378,941	Travel & Conference
\$310,500	Continuing Ed Instruction
\$1,300,000	Equipment Fund Transfer Out

Self-Evaluation

The College meets the standard. Although this is the first year the College is implementing the formal Program Review process, the College has always been able to support the institutional plans with effective financial planning. Ending balances have always exceeded the 5% minimum State requirement. In addition, the College has been able to contribute significantly to deferred maintenance and modernization of the campuses. The College contributed new funding to the Partnership for Student Success Initiative and the implementation of the SCT Banner Enterprise System.

The Board, through the budgeting process and the development of the Capital Projects Plan, is an integral part of the financial planning process. Their outreach to the community and extensive knowledge of the needs of the College was critical in the passage of Measure V, the Santa Barbara City College Improvement Measure on the June 3, 2008 ballot. Voters approved a \$77.2 million bond that qualifies SBCC for up to \$92 million in state matching funds for eleven projects.

Planning Agenda

None.

D.1.b

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

As the College Planning Council reviews and develops institutional plans, the financial impact of those plans is also evaluated and considered. This occurs because the College Planning Council integrates both financial and institutional planning. The Vice President of Business Services of the College is part of College Planning Council which ensures that institutional plans reflect financial constraints.

The College budget is developed by the Fiscal Office and reflects institutional plans and decisions as developed and reviewed in the College Planning Council. A master calendar for planning and budgeting outlines this process (IIID.7). Assumptions made in developing the College budget are clearly stated in the budget (IIID.8). Any contractual changes from collective bargaining and other increases in costs are incorporated in the budget. A preliminary budget is developed along the guidelines adopted at the College Planning Council. This preliminary budget allows the College to gauge funding of additional expenditures, such as new faculty, classified, and management positions, base budget augmentations, and one-time funds. Because 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.

The College has been able to maintain reserves in excess of the State minimum requirement of 5% of expenditures. Over the past seven years, unrestricted general fund reserves have averaged 16% of expenditures. In current budget years, the College has budgeted for ongoing maintenance and equipment replacement as part of the budgeting process. The conservative methodology applied in the budget principles does not allow for an allocation that meets the full needs of the institution within the adopted budget. However, because of the budgeting practices, ending balances in the general fund have allowed for substantial contributions to the construction and equipment funds. These contributions have averaged over \$5 million per year over the last seven years, which is approximately 7.5% of total expenditures. The range of contributions was from a high of 13% to a low of 0% in 2003-04. The percent allocated in 2007-08 was approximately 4% of total expenditures (IIID.9).

Self-Evaluation

The College meets the standard. The College has been able to maintain reserves in excess of the 5% requirement through a planning process that follows the budget development process. The focus of the institution on student success is evidenced in the percent of expenses committed to instructional salaries and benefits rising from 52% in 2002-03 to over 54% currently.

Planning Agenda

None.

D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities in future obligations.

Descriptive Summary

Ultimately, the Board of Trustees is responsible for ensuring the long-range stability of the institution. Aiding the Board with this responsibility are recommendations from the Superintendent/President, top managers and accurate and timely financial updates. The agenda and attachments from the Board Study Session of January 8, 2009, pages 13-21, illustrate the type of financial updates provided to the Board (IIID.10). Furthermore, the College Planning Council systematically considers financial impacts, both near-term and long-term, of planning decisions. Consequently, the long-term implications of decisions are carefully examined and discussed by several groups before adoption.

Santa Barbara Community College District passed Measure V, a general obligation bond act in June 2008, with 70% voter approval. These bonds are financed by the increases in property tax, so that long term payments will be met. The full cost of the bond servicing is fully accounted for in the budget. As a result of planning for the local bond campaign, the College improved upon its process for including all major College committees in the facilities planning process. In September 2005 the college hired a construction management and cost estimating firm to assist with preparing a comprehensive list, and associated cost estimate, of all needed and anticipated facility improvement and construction projects throughout all three campuses. The resulting master list then proceeded through



the College's consultative planning process, allowing all levels of the College, through collective committees, to expand, refine and prioritize projects based on educational and programmatic needs. As a final step in preparing for the bond election, the master plan of projects was presented to the community of Santa Barbara via polling consultants to better understand how the College's facilities could better serve the community. This is an example of the long-term planning as the process used and final determination involved several consultative bodies. The College Planning Council also makes recommendations on some of the planning assumptions that are used to develop the budget. One-time expenditures are identified as being different than on-going expenditures to make sure longrange priorities can be assessed. The College also monitors county demographic trends to identify potential long-range changes in the student population. Significant trends that influenced the development of the Partnership for Student Success included the percentage of applicants ready for college-level courses detailed in the annual Institutional Effectiveness Report (IIID.11).

SBCC retains the services of an actuary to estimate the present value of promised retiree benefits. The College is addressing this issue with a reserve plan. Recommendations will be reviewed by a variety of College bodies and the Superintendent/President before seeking approval from the Board of Trustees (IIID.12).

Self-Evaluation

The College meets the standard. The Long Range Capital Plan, Measure V, and the actuarial support for retirement benefits are representative of the long range planning of the College.

Planning Agenda

None.

D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary

The Business Services Office generates and follows a Budget Timeline, or calendar of events, to help guide the process of budget creation. The Budget Timeline lists required input from the College Planning Council, required Board actions, and reporting dates of new information, on or revisions to, the state budget (IIID.13). The responsibilities of the College Planning Council, the Fiscal Committee of the Board and the Board of Trustees are clearly stated in that calendar.

College programs and operational units go through a program planning process and after fall 2008, an annual Program Review. Plans work their way up through administrative levels to reach the College Planning Council. Though the College Planning Council reviews all College planning, its authority is advisory to the Superintendent/President. The Superintendent/President makes final decisions before plans are taken to the Board for approval. The planning processes of various areas of the College and how they are channeled into the College Planning Council are defined and are described in Standards IB and IV.

Self-Evaluation

The College meets the standard. 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 dialogue from all constituency groups, and making the key connections between planning and budgets.

Planning Agenda None.

D.2	To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
D.2.a	Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.
	Descriptive Summary To ensure the integrity of financial operations, external audits are routinely performed and those findings are presented to the Board of Trustees. Since the last accreditation process, five audit reports have been presented to the Board in 2004 (IIID.14), 2005, (IIID.15), 2006 (IIID.16), 2007 (IIID.17), and 2008 (IIID.18). 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, 2004 to June 30, 2008, the audit reports reflected unqualified opinions, no material weaknesses, and compliance with federal and state requirements. A schedule of audit findings and questioned costs summarizes the findings (IIID.19).
	The auditors did note on page 52 of the audit report for the fiscal year that ended June 30, 2007 (IIIC.17), that a significant deficiency in internal control over financial reporting occurred. The College erroneously included attendance in non-credit instructional lab courses in enrollment figures reported to the state. The auditors determined that staff turnover and transition from a legacy reporting system to a new software system contributed to the error. The College immediately submitted a corrected report to the State. Within a week of receipt of the audit finding, the College had implemented the auditors' recommendations by strengthening the controls of review over attendance reports and holding a training session on attendance accounting procedures for staff. The auditors reported these actions on page 54 of the 2007 audit report (IIID.17). Subsequently, in the 2008 audit report, the auditors remarked on page 54 that the College had implemented the recommendations (IIID.18).
	The College's independent audit reports attest to the fact that the information in the financial information system is accurate and managed by appropriate internal control measures. The financial information is readily available to the campus community in online financial reporting system. Currently there are 300 active users of this system. The online financial reporting system provides reliable, timely information for sound financial decision making. See Standard IIID.2.b for a fuller description of the online financial reporting system.
	The annual budget reflects the operational cost of meeting the College's annual objectives in support of student learning programs and services. The budget reflects the availability of State and local funding and includes cost of the 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 its student learning goal. 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 (IIID.20). Over the past five years, the College has spent \$2 to \$3 million more on instructional salaries than the 50% requirement. The College's instructional salary costs have averaged 53% to 54% of the current expenses of education.

The College has allocated substantial resources to specific student learning programs as shown by a summary of expenditures for student success programs (IIID.21). The programs include "Gateway to Success" a tutoring program, Basic Skills programs, and the Partnership for Student Success Initiative. In the last six years, over \$5 million has been devoted to these efforts.

Self-Evaluation

The College meets the standard. The College takes pride in its consistent record of unqualified audit opinions on its financial statements and the quality of its internal controls. The College takes audit finding and auditors' recommendations very seriously. Action is taken promptly to remedy errors or internal control deficiencies as demonstrated by the College's actions in response to the June 30, 2007 audit report.

Current financial information is readily available to the campus community. Fiscal data are dependable and provide timely information for sound financial decision making.

The College allocates and uses its financial resources to support student learning programs and services. As shown in the trend analysis of fiscal data reported to the State Chancellor's Office, the College's spending on instruction exceeded the state requirement. Additionally, the College has devoted significant funds to student learning programs.

Planning Agenda

None.

D.2.b

Appropriate financial information is provided throughout the institution.

Descriptive Summary

The Fiscal Services Office makes information readily available in a variety of forms. The primary source of financial information is the accessible online financial reporting system. Currently there are 300 active users of this system. The reporting system displays budgets, actual revenue and expenditures, encumbrances and remaining budget amounts in a variety of formats. A sample report from the online financial reporting system illustrates the type of information available to users (IIID.22).

The online reporting system contains up-to-date financial information. The fiscal data in the system are automatically synchronized with the College's general ledger accounting system nightly. As transactions are posted during the day, the accounting staff will manually invoke the synchronization process.

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. Or, 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.

In addition to providing the online reporting system, the Fiscal Services Office also regularly prepares informational items and status reports for the Board of Trustees to keep them informed of current budget and financial conditions. On a quarterly basis, the Board receives Quarterly Financial Status Reports (IIID.23). As significant budget issues emerge, ad hoc financial analyses are prepared for management. These reports are presented to the Board of Trustees, Superintendent/President, Executive Committee, College Planning Council, vice presidents, deans and others key groups (IIID.24).

As State revenue sources comprise 58% of the College's Unrestricted General Fund revenue, the financial health of the College's budget is closely tied to the State's budget. In times of State budget contraction and delayed enactment, the College's budget must accommodate uncertainty and reductions. 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 to distribute budget updates campus-wide and to hold open budget forums. The budget forums are structured as presentations with question and answer sessions. The forums are videotaped and made available in the College's Learning Resource Center. A listing of the budget updates and forums of the 2008-09 fiscal year demonstrates the College's effort to provide budget information to the campus community (IIID.25).

Self-Evaluation

The College meets the standard. The online reporting system provides current financial information to the College. Administrators with budgetary responsibility can quickly access the budget status of the grants, programs, projects and cost centers under their control. The system is flexible and can provide information from the highest level of summary down to detailed transactions.

Planning Agenda

None.

D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The chief financial risk faced by the College has been the delay in funding when the State of California does not enact a budget by June 30. In the absence of an approved budget, the College does not receive any funds from Sacramento. Because State revenue sources comprise 58% of the College's Unrestricted General Fund revenue, a delay in receipt of funds could have a serious impact. Other revenue comes from local sources such as property tax, funding 23% of College expenses, student fees, which finance 14%, other sources, which fund 5% of College costs. The state also provided \$4.6 million in funding for restricted categorical programs. In times of State budget impasse, the College provides bridge funding from the Unrestricted General Fund in order to sustain services to students.

The College has sufficient ending fund balances to bridge the gap in delayed State payment. Ending fund balances for the Unrestricted General Fund have provided a cushion against cash shortages.

	2003-04 Audited Actuals	2004-05 Audited Actuals	2005-06 Audited Actuals	2006-07 Audited Actuals	2007-08 Unaudited Actuals
5% Contingency	2,854,287	3,311,419	3,750,119	4,093,329	4,419,100
Balance over 5%					
threshold	10,298,155	9,099,561	5,702,576	6,623,636	6,970,020

Table IIID.2Unrestricted General Fund Balance

The State Chancellor's Office and Board Policy (IIID.1) require that a reserve level of at least 5% of unrestricted expenditures be set aside as reserve for economic uncertainties. The College has consistently held an ending balance in excess of the 5% threshold. In the past five years, the Unrestricted General Fund balance has ranged from \$13.2 million to \$9.4 million, with the 5% threshold of \$4.4 million to \$2.9 million, and a balance over 5% ranging from \$10.3 million to \$5.7 million. At the most recently ended fiscal year June 30, 2008, the fund balance was \$11.2 million, 5% threshold was \$4.4 million, and the additional fund balance was \$7 million over the threshold.

When the State of California failed to approve a budget by June 30, 2008, the College analyzed its cash reserves to determine how long it could continue operations with reserves and other available cash (IIID.26). Cash flow analysis was also employed in spring 2009 to assess State proposals to defer payments to future periods (IIID.27). In order to meet fiscal obligations, discretionary cash is pooled from funds, exclusive of restricted and trust funds, to cover disbursements. Additionally, the College holds \$7 million in reserves in the Southern California Community College District Joint Powers Agency ("SCCCD JPA") (IIID.28). These funds may be withdrawn at the discretion of the College.

Another factor relevant to the College's financial stability and standing is the Foundation for SBCC ("Foundation"). Funds raised by the Foundation are used to supplement and enrich the regularly funded programs offered by the College, and to provide scholarships and grants for SBCC students. See Standard IIID.2.e for a description of the Foundation and its relationship with the College.

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.3Property 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 had a fund balance of \$889,800 on June 30, 2008, to cover exposure to claims within the self-insured retention (SIR). Risk reduction programs are also paid from the insurance fund.

Based upon the property and liability claims experience; 12 in 2005, 12 in 2006 and 8 in 2007, reserves are adequate to cover expected losses.

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 on the College. From 1979 to 1996 the College was self-insured in the SCCCD JPA, a banking JPA. The 2008 actuarial review of the members showed there were no unpaid losses, reserve demand, or incurred but unreported losses as of June 30, 2008. Additionally, all claims made during this time period were closed (IIID.29).

The College maintains a trust fund balance of \$7 million at the SCCCD JPA which supplements reserves to handle financial emergencies (IIID.28). In addition the College purchases commercial coverage for unique exposures in fine arts and vessel property and liability.

Self-Evaluation

The College meets the standard. The College has fund balances and cash flow to maintain stability and meet financial emergencies. The fund balances have exceeded the threshold of 5% of expenses as demonstrated in Table 2.

Planning Agenda

None.

D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets.

Descriptive Summary

Financial aid, grants, food service fund, bookstore, externally funded programs, contractual relationships and auxiliary organizations, and institutional investments and assets administered by the College are 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. As noted in section 2.a, the auditors have issued unqualified opinions on the financial statements and have found no material weaknesses in internal control.

In addition to the auditing procedures required by generally accepted auditing standards, the College's external auditors also perform financial and compliance examination as directed by the Contracted District Audit Manual for the California Community College System Office. For the year ended June 30, 2008, fourteen State compliance requirements were tested and the College was found in compliance as reported on pages 47-50 of the June 30, 2008 audit report (IIID.18). 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, 2008 as stated on pages 43-44 of the audit report (IIID.18). 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 (IIID.19).

Funding agencies may perform administrative review of programs. These reviews cover programmatic issues as well as financial integrity. Program Reviews have been conducted for CalGrant program, CalSOAP program, Matriculation, DSPS and EOPS/CARE. A schedule of external audits and reviews lists these examinations and findings (IIID.30). The most recent State program compliance review was issued by the California Student Aid Commission on December 10, 2008 (IIID.31).

On June 3, 2008, Measure V, the Santa Barbara City College Improvement Measure, was approved by the voters. Measure V provided \$77.2 million bond for facility renovation. The College will retain an independent auditor to conduct a performance and financial audit to ensure that the funds have been properly spent. The first audit will be conducted for the year ended June 30, 2009.

Self-Evaluation

The College meets the standard. The College has a history of compliance and sound financial practices as documented by independent audit examinations. Audit examinations have been conducted on the overall financial statements, compliance with specific state laws and regulations, federally established internal control standards and State specific program compliance.

Planning Agenda

None.

D.2.e

All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The Foundation for SBCC, or the Foundation, is a legally separate, tax-exempt entity. The Foundation undertakes fundraising efforts in order to provide financial support for various college-related programs, student scholarships, equipment purchases and capital improvements and faculty research and teaching activities. During the year ended June 30, 2008, the Foundation provided \$2,952,793 to the College to support student learning and academic programs. The Foundation also distributed \$982,045 to students for scholarships and awards.

The Foundation engages its own independent auditor for the preparation of annual audited financial statements. The most recently issued audit report was for the fiscal year ended June 30, 2008 (IIID.32). The Foundation financial statements have always been viewed fairly.

The Board of the Foundation is self-perpetuating and may comprise no less than 21 or more than 45 directors of which seven must be either Trustees or staff members of the College. Currently nine of the 39 members and ex officio members of the Board of Directors of the Foundation are either Trustees or members of the staff of the College (IIID.33). In addition, two former Superintendent/Presidents serve as emeritus members. This representation on the Board of Directors provides oversight and continuity with the institutional practices and goals of the College.

Self-Evaluation

The College meets the standard. The College and the Foundation both have a history of unqualified audit opinions which demonstrates the integrity of the financial systems.

Planning Agenda

None.

D.2.f 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 institution.

Descriptive Summary

The College enters into a variety of contracts to further its institutional mission and goals (IIID.34). The majority of contractual expenditures are for construction and renovation of campus facilities. Contracts for information technology system for example, software and maintenance, support both student learning systems and administrative needs. Contracts in support of the College's education programs are directly related to provision of service to students.

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 (IIID.35). California public contract law requires formal bidding and advertising for public project or purchases, services and repairs equal to or exceeding \$15,000 for public projects and \$72,400 for purchases, services and repairs. Contracts are awarded to the lowest responsible bidder who meets the published specifications and provides security as required. From 2002-03 to the present, the College has instituted 53 bid processes (IIID.36). Of the 53 bid processes, five bids were pulled because specifications were not met or price was not reasonable.

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 Board's Facility Committee 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. For example, the construction company hired for the summer 2008 remodel of the physical sciences building was subject to retention of \$300,000 until the project was completed.

Contracts routinely contain clauses that allow for termination of the contractual relationship for convenience or cause. Invoking the termination is infrequent, but does occasionally occur. An example of an early termination with refund was the Oracle software contract when Oracle was replaced by SCT Banner software. Another example was the termination of a contract for parking citation management system when performance was inadequate.

Self-Evaluation

The College meets the standard. The College's contract review process assures that contract will be in keeping with the mission and goals of the college. Contracts contain sufficient provisions to allow for changes or termination if performance is not in keeping with specified deliverables.

Planning Agenda

None.

The institution regularly evaluates its financial management processes, and the results of evaluation are used to improve financial management systems.

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 Office 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 action to audit findings. Additionally, the Fiscal Services Office 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 (IIID.37).

D.2.g

The College's conversion to SCT Banner Higher Education software in 2006-07, presented an opportunity to examine business practices with an emphasis on utilizing functionality available in the SCT Banner system. The College engaged a consultant to lead a number of business process analysis ("BPA") sessions in which the current business process and potential, new SCT Banner-based business process were mapped. BPA sessions were held for Accounts Payable, Student Finance, Purchasing, Payroll, Faculty Load Compensation, Cashiering, and Financial Aid. Each BPA session resulted in re-engineered business processes. The BPA report for the purchasing function provides an illustration of this process (IIID.38).

Self-Evaluation

The College meets the standard. Business procedures and processes are regularly evaluated through external auditing and internal examination. When issues are indentified, recommendations are addressed and implemented in a timely manner.

Planning Agenda

None.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College's financial reporting system enables all segments of the College community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair monitors actual expenditures against the adopted expenditure budget. They are able to adjust their budgets through budget transfers as needs change throughout the year. The Fiscal Services Office monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need adjustment.

Program directors and deans oversee expenditures for all categorical funds, especially externally funded programs and grants, and grant expenditure reports are verified by the Fiscal Services Office and approved by the Vice President of Business Services. The Fiscal Services Office also monitors grant expenditures to ensure compliance with funding requirements. The financial reporting system



Standard IIID: Fiscal Resources

which provides real-time budget and actual information is widely available to administrators, faculty, and staff. This application allows users to see budgeted amounts, year-to-date expenditures, and encumbrances for each account. Information is available 24 hours a day, seven days a week.

Self-Evaluation

The College meets the standard. Budgets are evaluated and monitored to ensure effective use of financial resources. At the department and program level, budgets and expenditures are monitored on an ongoing basis to ensure operational effectiveness.

The Program Review process is evolving to assess program performance and the effective use of financial resources to achieve programmatic goals and objectives. The results of annual Program Reviews and needs indentified therein will be utilized in budgeting decisions. The Program Review process will provide for an evaluation of the sustainability and/or expansion of programs and initiatives.

Planning Agenda

None.

References

Ittlefences	
IIID.1	Board Policy 6251 Principles of Budget Development
IIID.2	S&P Rating Summary 2008 SBCCD
IIID.3	Moody Rating Summary 2008 SBCCD
IIID.4	Board Study Session Budget Adjustment January 8, 2009
IIID.5	Budget Forum Presentation November 13, 2008
IIID.6	Superintendent/President Faculty In-Service Presentation
	Spring 2009
IIID.7	Master Calendar for Planning and Budgeting
IIID.8	Budget Assumptions 2008-09
IIID.9	Unrestricted General Fund History
IIID.10	Agenda, Special Meeting of the Board of Trustees January 8, 2009
IIID.11	Institutional Effectiveness Report 2007-08
IIID.12	Actuarial Study of Retiree Health Liabilities
IIID.13	Budget Timeline 2009-10 Draft
IIID.14	Audit Report for Year Ended June 30, 2004
IIID.15	Audit Report for Year Ended June 30, 2005
IIID.16	Audit Report for Year Ended June 30, 2006
IIID.17	Audit Report for Year Ended June 30, 2007
IIID.18	Audit Report for Year Ended June 30, 2008
IIID.19	Schedule of Audit Findings and Questioned Costs
IIID.20	Fiscal Trend Analysis
IIID.21	Student Success Expenditures
IIID.22	Online Financial Report - Sample
IIID.23	Quarterly Financial Status Reports for September 30, 2008
IIID.24	List of Ad Hoc Reports
IIID.25	Budget Updates and Forums
IIID.26	Cash Flow Projection, Fall 2008
IIID.27	Cash Flow Projection 2008-09
IIID.28	SCCCD JPA Financial Statements June 30, 2008
IIID 29	SBCCD Workers Comp Actuarial Study

SBCCD Workers Comp Actuarial Study IIID.29

- IIID.30 External Audits and Reviews California Student Aid Commission Cal Grant Program IIID.31 Review Report 2006-07 Foundation for SBCC Financial Statements June 30, 2008 IIID.32 IIID.33 Foundation for SBCC Board of Directors IIID.34 List of Contract Categories IIID.35 Board Policy 6340 Contracts IIID.36 **Bid Listing**
- IIID.37 Fiscal Services Critique of Year-end Accounting June 30, 2008
- IIID.38 Purchasing BPA (Business Process Analysis) Report

Institutional Self Evaluation

Standard IV: Leadership and Governance



SANTA BARBARA CITY COLLEGE

11 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.

The leaders and governance structure at Santa Barbara City College (SBCC) set the tone in emphasizing the focus on students and their success at the College. The decision-making process is focused on serving our students. The administration and the Board of Trustees of the College have embraced for many years a framework for reliance on active, comprehensive and continuous assessment of institutional effectiveness in all aspects of the College to ensure sustained self evaluation and improvement. The College has also fully engaged in the development and implementation of a Student Learning Outcomes framework and made it an integral part of the College's institutional culture.

A. 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.

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 institutionwide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

SBCC's practices adhere to the specific expectations of each of the sub-standards and to the spirit behind what each standard is intended to achieve. For example, the Board of Trustees has demonstrated an exceptional record for longevity and quality of service. The administrative staff also has been fortunate to obtain the services of individuals highly competent in their individual skill areas, who have demonstrated a capacity to work well together and with the constituent groups

A.1

that constitute the college community. The College's governance structures and systems provide for faculty, staff, and students to have open and effective communication in fully addressing and making progress in meeting the challenges and issues inherent in a community as vital as SBCC.

SBCC is a complex organization composed of interdependent units making and implementing decisions. A team-based approach is critical in encouraging wide participation and it is the only way for governance processes to operate effectively. The College is committed to an open process that includes representatives from all major College constituencies.

Ongoing decisions about programs, allocation of resources, and overall direction of the College emerge through institutional governance processes. Faculty have a central role in determining the shape of student learning through ongoing assessment and dialog on Student Learning Outcomes, using the leadership of department chairs and deans to represent their interests in College governance, and through the central roles of the Academic Senate, in their respective areas of responsibility. Staff input is articulated through their management, the CSEA, the Classified Consultation Group and participation in governance committees. Student participation is a key part of many governance committees, including the College Planning Council, which is the main institutional governance group of the College, and the Board of Trustees.

When issues arise that involve major change, SBCC takes steps to engage the broadest possible level of participation among all constituencies at the College. Here are just two significant examples:

- 1. The hiring of the Superintendent/President in 2008 involved the entire College community: the Board, the Foundation for SBCC, community members, administration and managers, staff, faculty and students. In addition to a broadly-based selection committee, public forums were held where each of the finalists for the position spoke and answered questions from the audience (IVA.1). Widespread participation of all levels of the College in this critical personnel decision has helped to smooth the Superintendent/President's transition into her leadership role, as well as to ensure extensive support of College constituencies for the candidate who was chosen for the position.
- 2. The selection of the College Enterprise Resource Planning (ERP) system involved over 100 College employees from all groups. To begin this process, a request for proposal (RFP) was disseminated in December 2004, with a January 21, 2005 deadline. Two vendors, Datatel and Sungard SCT, were selected as finalists and invited on campus for extensive demonstrations of the functionality of their systems. The College devoted extensive time and effort to develop business scenarios which were provided to the two vendors in advance of the on-campus demonstrations. These demonstrations were conducted in February and March 2005. More than 100 faculty and staff were involved in these demonstrations. All functional areas of the College as well as technical staff participated actively in the selection process. Follow up on-campus sessions on specific service delivery areas were conducted by both vendors in April and May 2005. After extensive analysis, the College decided to implement not only a new student system, but an entire integrated system, including the Finance, Human Resources, Financial Aid, and the Luminis Portal modules.

Self-Evaluation

The College meets this standard. The College values input and participation from all departments and job categories as essential to enabling our College to be the best it can be. A team approach is critical and is used to encourage widespread participation in problem solving and the pursuit of effective and innovative solutions. Representatives of all College constituencies participate in committees, task forces and other groups where they offer their ideas and are directly and substantially involved in decision making. The examples provided show a pattern of college-wide participation that assures effective discussion and planning around major College issues. These kinds of efforts reflect the strong governance culture of the College.

The College administration and the Board of Trustees are committed to the Mission of the College and have a strong track record of identifying opportunities for enhanced involvement both on campus and in the community. The Board receives committee recommendations from the Superintendent/President and acts on these recommendations at its meetings.

As with most large organizations, the decision-making procedures may lead to actions that require the College to initiate corrections and improvements, and the policies enacted may not be supported by all interested parties.

Planning Agenda None.

A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and specialpurpose bodies.

A.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

Institutional governance is highly valued at SBCC and the core of the College's operations and processes. The College achieves institutional excellence and successful outcomes by working to ensure that all members of the campus community are encouraged to contribute and participate in its development. The input of all constituency groups in the decision-making process makes it possible for all members of the SBCC community to work towards constantly evaluating and improving student learning and success.

Board Policy 2510 delineates the participation in local decision making by the various constituent groups (IVA.2). Board Policy 2430 stipulates that the Board of Trustees "delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IVA.3).

The role of classified staff in institutional governance process has been reviewed and expanded, as recommended by the October 2002 accreditation visiting team (IVA.4, IVA.5).

Overview of SBCC's Institutional Governance

The institutional governance structure at SBCC is comprised of college-wide standing committees, Academic Senate standing committees, topical or functional committees, some of which are mandated by law or regulations, and task forces and ad-hoc workgroups whose work is limited in duration and focused on a particular task or issue, which cease to exist upon accomplishment of their specific charge. The standing committees are permanent parts of the internal governance processes of the College.

The key partners in the institutional governance at SBCC are noted in Table IV.1.

Table IV.1

Key partners in the Governance of Santa Barbara City College

Leadership Group	Constituency/Membership
Board of Trustees	Seven members from four (4) trustee areas in the district,
	plus a Student Trustee as a non-voting member
	(IVA.7, IVA.8).
	The Superintendent/President of the College serves as
	Secretary/Clerk of the Board
Executive Committee	Superintendent/President (chair), Executive Vice President,
	Vice President Business Services, Vice President Human
	Resources & Legal Affairs, Vice President Information
	Technology, Vice President Continuing Education, Senior
	Director Institutional Assessment, Research and Planning,
	Director of Campus Diversity
College Planning Council	Superintendent/President (Chair). Five Vice Presidents,
	three classified staff, five faculty, one student, non-voting Sr.
	Director Institutional Assessment, Research and Planning
Deans' Council	Executive Vice President, Deans and Associate Deans of
	Educational Programs, President Academic Senate, Director
	Marketing and Enrollment Management
Department Chairs	All chairs of instructional and Counseling departments.
Academic Senate	Eighteen senators elected from all instructional and Counseling
	divisions, including one senator representing the Adjunct Faculty
	The Student Senate President or designee, and the Executive
	Vice President, Educational Programs sit at Academic Senate
	as non-voting members (IVA.9)
Instructors' Association	Faculty
CSEA	Classified Staff
Classified Consultation Group	13 Classified Staff: the 3 Classified staff who are members of
	College Planning Council and 10 classified staff selected to
	represent various job classifications
Student Senate	Student body

*For a complete list of college committees and ad hoc groups, see reference IVA.6.
The College Planning Council

The College Planning Council functions as the main institutional governance committee on campus and as the main venue for arriving at recommendations for decisions that have a college-wide impact, that are not under the special purview of the Academic Senate. The College Planning Council has primary responsibility for the development, implementation and assessment of the College Plan, linking program reviews to planning and budgeting, participating in budget development, and recommending to the Superintendent/President allocation of resources and permanent personnel positions.

The College Planning Council has representatives from all constituent groups. Its members are:

- Superintendent/President (Chair)
- Vice Presidents (Executive, Business Services, Human Resources & Legal Affairs, Information Technology, Continuing Education) 5 members
- Classified employees appointed by the CSEA chapter representative 3 members
- Faculty (Academic Senate President, Academic Senate Vice President, Academic Senate President Elect or Past President, and two additional faculty approved by the Academic Senate) – 5 members
- Student appointed by the Associated Student Body president, typically the President of the Student Senate or the Student Trustee 1 member
- Senior Director, Institutional Assessment, Research and Planning non-voting member

When initially created in early 1980s by Superintendent/President at the time Dr. Peter MacDougall, the College Planning Council was chaired for several years by the Superintendent/President. Subsequently, the Vice President for Academic Affairs and then the Executive Vice President chaired College Planning Council. During difficult times, particularly during difficult budget years, the Superintendent/President re-assumed the chair role. As the new Superintendent/President assumed her position on June 2, 2008, she assumed the chair role of College Planning Council. After the voters of the district successfully passed Measure V, urgent fiscal and bond planning matters arose. At the same time, the uncertainty of the State budget increased by June 2008.

As she started on June 2, 2008, in consultation with the Executive Committee and College Planning Council, the Superintendent/President identified key areas that required concerted attention and efforts from the College Planning Council and the entire College community in 2008-09, including preparing the institutional self study for re-affirmation of accreditation, finalizing the College Plan 2008-11, reducing expenditures, implementing and completing operational unit reviews and faculty-led student services, re-structuring instructional program reviews to meet the guidelines provided by ACCJC, linking program reviews to planning and budgeting, establishing processes for regular review and development of Board policies and administrative procedures, integrating planning efforts, and rolling out Measure V (IVA.10, IVA.11, IVA.12, IVA.13). These conditions made it necessary that the Superintendent/President lead and communicate directly with the College Planning Council. The successes of cooperation, planning and communication relative to institutional governance are numerous and have been instrumental in moving the College forward toward achieving its strategic goals. Successes include:

- Passage of the capital project bond Measure V on June 3, 2008. Collegewide participation culminated in a College Planning Council recommendation to the Superintendent/President and eventually to the Board regarding the final list of projects to be included in the 2008 bond measure (IVA.14) presented to the voters of the district's service area (IVA.15, IVA.16);
- Completion of the College Plan 2008-11 and roll out of its implementation. The combined work of governance groups led to the development of a new three-year strategic plan which is comprehensive, with clear and measurable goals and objectives that are well-focused on the College's Mission and "the reach" that the College community has established for itself. This plan is motivating in content and studentcentered and will yield substantial benefits for the institution and SBCC students;
- Sale of the first issuance of Measure V bonds of \$47 million in December 2008 and roll-out of capital construction projects, including the remodel of the Drama Music building, including the Garvin Theatre, and other projects;
- Expansion of our credit programs;
- Increasing grant revenue which has enabled ideas to become realities and services/programs for students to expand;
- Responding quickly to budgetary challenges such that we are able to honor the two core commitments that the College administration and Board of Trustees have re-iterated repeatedly throughout the 2008-09 year: 1) maintaining the core instruction and programs that serve our students, and 2) employment of regular employees: full-time faculty, regular classified staff and administrators/managers

Self-Evaluation

The College meets this standard. Through the organizational structure and established processes, the Board, administration, faculty, staff and students 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. The processes in place at SBCC facilitate the development of ideas, effective communication, and cross departmental cooperation among constituencies and have resulted in numerous significant outcomes. The roles of all constituencies are defined through Board Policies.

The College leadership maintains an environment that is characterized by flexibility, open-mindedness and a commitment to teamwork and leadership. The College staff acknowledge that this environment enables the College to be successful, to stay current and to be an educational and community leader. The results of the Workplace Environment Assessment Fall 2008 survey show that 86% of respondents indicated that they would choose to work for SBCC if



they had to do it over again; classified staff have the highest percentage at 89%, followed by management/supervisory/confidential at 87% and regular faculty at 84% (IVA.17). The same survey found that 74% of respondents agree that the College encourages employees in their area to take initiative in improving practices, programs and services: management/supervisory/confidential have the highest percentage at 85% followed by classified staff at 73%, followed by regular faculty at 72%. In addition, 73% of respondents agree that there are processes in place for them to be involved in decision making and problem solving within their work groups; management/supervisory/confidential have the highest percentage at 85%; followed closely by regular faculty at 84%, followed by classified staff at 69%.

Planning Agenda

None.

A.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

The Board of Trustees develops policies on academic and professional matters by either or both of the following methods:

- A. Relying primarily upon the advice and judgment of the Academic Senate, or
- B. Relying upon mutual agreement reached between the College Administration and the Academic Senate by written resolution, regulation, or district policy.

The Academic Senate has a legal role in the areas mandated by State of California Statute (IVA.18) and the Board Policy 2510 Participation in Local Decision Making. The Academic Senate is the body that represents the faculty in collegial governance relating to academic and professional matters. Explicitly, the Board acknowledges the definition of academic and professional matters to mean:

- a. Curriculum, including the establishment of prerequisites and placing courses within disciplines
- b. Degree and certificate requirements
- c. Grading policies
- d. Educational program development
- e. Standards or policies regarding students preparation and success
- f. District and college governance structures, as related to faculty roles
- g. Faculty hiring procedures
- h. Faculty roles and involvement in accreditation processes, including self study and annual reports
- i. Policies for faculty professional development activities
- j. Processes for program review
- k. Processes for institutional planning and budget development
- 1. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate (IVA.2).

The Academic Senate provides its recommendations to the Superintendent/ President who in turn makes recommendations to the Board of Trustees. If a recommendation is not accepted, the Board or its designee communicates its reasons to the Academic Senate. In matters where policy is established through mutual agreement and agreement cannot be reached, existing policy remains in effect. In cases where there is no existing policy, or in cases where continuing with an existing policy exposes the College to significant legal, fiscal, or organizational problems, the Board may take necessary actions to remove such problems or establish a policy it deems appropriate (IVA.19). It should be noted that the occasions when agreement could not be reached have been extremely rare. SBCC has been successful over the years in developing internal consensus through its institutional governance structures and providing recommendations to the Board that have been accepted in most cases.

The Academic Senate and the Instructors' Association at SBCC have a long history of affirmation of their shared goals of maintaining and improving the academic quality of SBCC, strengthening the role of collegial governance and of improving the academic, professional, and working conditions of the College. The Instructors' Association recognizes that the Academic Senate represents the faculty in collegial governance relating to academic and professional matters. The Academic Senate recognizes that the Association represents the faculty in all matters pertaining to compensation, benefits, and working conditions. Both parties agree to appoint an individual as a liaison who participates in all the meetings of the other organization and reports back to its counterpart. The Academic Senate Steering Committee and the Instructors' Association Board conduct joint meetings no less than twice per year. The Academic Senate President and the Instructors' Association Board Chair address the faculty at the beginning of the fall and spring semesters. The Senate and the Association acknowledge that their respective spheres of influence may, at times, overlap and/or conflict. The Association and Senate agree to mutually and cooperatively resolve the disposition of such matters, and regularly revise their Liaison Agreement (IV.A.20)

The Academic Senate, through its Curriculum Committee, takes a leadership role in the development of curriculum and student learning programs and services. The Academic Senate and the Curriculum Committee work closely together to meet the curricular demands of the College. The Curriculum Committee is a subcommittee of the Academic Senate, and all curriculum proposals must be approved through the curriculum approval process with final approval by the Curriculum Committee. Once courses are approved, they are submitted to the Academic Senate for review. If the Curriculum Committee rejects a course proposal, a faculty member can bring the issue to the Academic Senate for discussion. In this case, the Senate serves as a sounding board; however, in the history of the College, this situation has not occurred. At the current time, the Curriculum Committee is chaired by a faculty member who serves a three-year term. Once the Academic Senate accepts curriculum proposals, they are given to the Executive Vice President who forwards them to the Superintendent/President for review. She then places them on a Board agenda for review and approval. Each academic division has a Curriculum Committee representative who is required to attend all Committee meetings. The Academic Senate approves representatives. Representatives are voting members and are elected by their respective divisions during spring semester to serve for a one-year term. The process for development of curriculum is described in detail in Standard IIA.

The Academic Senate's leadership can be exemplified by two recent initiatives that have transformed the College's activities: the development and implementation of a Student Learning Outcomes based model of instructional delivery and assessment, and the local response to the Basic Skills Initiative. Also, the Academic Senate produced a resolution in November 2007, recommending that the Board of Trustees authorize funding of the full Drama/Music building project, and encouraging the Board to pursue a local bond issue in 2008 (IVA.21).

Student Learning Outcomes

The Academic Senate has embraced the Student Learning Outcomes (SLO) effort. The Academic Senate appointed an SLO task force that elaborated and proposed an SLO development and implementation plan. This effort was coordinated by an SLO coordinator whose work was fully endorsed and funded by the College Administration. The work on course SLOs is steadily progressing. The cycle of SLO development, implementation, assessment and utilization of results for reviewing and creating strategies for improvement has been planned to be completed for 25% of each department's offerings in each of the academic years 2007-08, 2008-09, 2009-10, and 2010-11. The courses for which work has been deemed to be the most urgent, thus the first to be placed in the SLO cycle completion schedule, are those with the largest enrollments. The College Administration provided the resources for the personnel necessary to create a system to capture course SLO performance data (IVA.22).

In summer 2007, the Academic Senate led a task force that convened for four days to discuss and propose Institutional Learning Outcomes (ISLOs) for SBCC. Discussion about this proposal ensued during the fall of 2007, culminating in the approval of these ISLOs (IVA.23, IVA.24, IVA.25).

Basic Skills Initiative

The 2002-03 and 2003-2004 Institutional Effectiveness Reports findings on students' readiness for College work showed unsatisfactory achievement of incoming freshmen and invited much discussion by the Academic Senate, College Planning Council and the Board of Trustees, particularly about the increasing numbers of students below college-level skills in reading, writing, and math (IVA.26, IVA.27).

The Board of Trustees requested the Superintendent/President to consider a plan for addressing this critical problem. The Superintendent/President asked the Academic Senate to provide leadership for this effort under a collegial environment. The Academic Senate established a Task Force on Student Success, which determined several priorities for a Student Success Initiative.

The Academic Senate discussed and refined these recommendations, and presented them to the Board in March 2006, under the name of Partnership for Student Success – March 21, 2006 (IVA.28). The Board accepted these recommendations and authorized the provision of resources requested for their implementation. The implementation of this significant faculty led initiative was a full year ahead of the statewide Basic Skills Initiative. When the Basic Skills Initiative funds became available, SBCC's Partnership for Student Success was uniquely positioned to be our local response. After only one year in place, the Partnership for Student Success had shown evidence of positive impact on student performance, particularly among basic skills students from underrepresented and underserved groups (IVA.29). For this reason, the Partnership for Student Success was distinguished by the Chancellor's Award for Best Practices in Student Equity in November of 2007, presented to the Partnership's faculty coordinator during the annual convention of the Community College League of California. In 2008, the Partnership for Student Success received the Two Year College English Association Outstanding Program Award, which focuses on programs that succeed in meeting the needs of developmental students and the Hewlett Award Leaders in Student Success (IVA.30, IVA.31, IVA.32, IVA.33, IVA.34).

Another recognition of the outstanding efforts that SBCC has undertaken in the area of Basic Skills is the recent selection by Academic Senate for California Community Colleges of the faculty coordinator of SBCC's Partnership for Student Success as the statewide Basic Skills Regional Workshops coordinator (IV.A.35).

At the administrative level, the Superintendent/President, Executive Vice President, Vice President Continuing Education, Deans of Educational Programs and Continuing Education Program Directors provide leadership for long-term planning for instructional programs and academic services and the development of curriculum, as appropriate.

Self-Evaluation

The College meets this standard. It is clear, through a review of its structure, practices and activities, that the College relies on the faculty, the Academic Senate and academic administrators to manage the large number of instructional programs the College offers. As evidenced by the significant increase in courses and programs approved since the last self study, these groups collaborate to initiate, develop and monitor new courses and programs. Although they work in concert, each group fills a specific role. Together these groups are responsive to the needs of all students, especially those who have not been served or underserved.

Planning Agenda

None.

A.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

As noted earlier, the College has a clear institutional governance structure in place. All College constituents are committed to working together for the good of the College. This good will and commitment to serving the interests of the students permeate the entire atmosphere of the College. From the Board of Trustees setting the tone in its approval of the mission and core principles for the College; to the coordinated planning processes; to the involvement of all constituencies in committees, teams and dialogue; to making decisions and recommending them for implementation; to ongoing communication, discussions and the development of strategies, all parties assist in moving the College forward, enhancing its effectiveness and developing its capacity to serve its students and the community.

The faculty's interests are represented through the Academic Senate and Instructors' Association. The staff is represented through CSEA and the Classified Consultation Group. Administrators and managers' views, opinions and ideas are heard at managers' meetings, the Deans' Council, and the Executive Committee. Students have an active voice at all levels of College governance: through the Student Senate, at College Planning Council, Board Policies and Administrative Procedures Committee (BPAP) and on accreditation committees. Finally, representatives of all of these constituencies – students, staff, faculty, and administrators – attend and participate in all meetings of the Board of Trustees.

Self-Evaluation

The College meets this standard. The College community focuses on working in a collegial manner for the benefit of the students, the community and the institution. This endeavor generates goodwill and with our team approach to problem solving, what we have been able to accomplish is remarkable. The passage of Measure V in June 2008 is one significant result of these collective efforts.

Communication plays a vital role at the College, providing opportunities for every constituency to participate in the discussion of ideas to contribute to the successful achievement of the institution's mission and strategic goals. From Board meetings, to task forces, to standing committees, to departmental interactions, the commitment to communication and access to information is ongoing and clearly visible.

The Superintendent/President and the administration communicate frequently with all groups through a variety of means including college-wide e-mails, the In-Service Welcome Letter, the regularly scheduled President's Chats, a new form of dialogue and communication initiated by the Superintendent/President starting in August 2008, Budget Forums, Accreditation Forums, and the FaSTNews, a weekly electronic newsletter. In addition, at the initiative of the Superintendent/ President, the agendas and minutes for all College committees that take them are posted on the College web site. Faculty, staff, and management are encouraged to share ideas through participation in a wide variety of campus committees and by taking advantage of the Superintendent/President's chats, open door approach, and her spring meetings with all divisions of the College.

The results of the Workplace Environment Assessment Fall 2008 corroborate the general sense that communication is effective: 82% of respondents believe that they are adequately informed about what is going on at the College; management/supervisory/confidential and classified staff have equal high percentages at 85%, followed closely by regular faculty at 82% (IVA.17).

Because of the growth of the College, a challenging fiscal environment in the State, the commitment to institutional governance, the growing reliance on increasingly complex technology, and the ongoing dialog required in the implementation of the Operational, Instructional and Faculty-led Student Services Program Reviews, Student Learning Outcomes and College planning processes, the College's decision-making structures, practices, and processes are being used more than ever.

Planning Agenda

None.

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 has had an exceptional accreditation record throughout its history, always being fully re-accredited without ever being required to provide progress or special reports in between accreditation cycles. As evidenced by the most recent October 2002 institutional self study, the very favorable evaluation report by the Accreditation Team who visited the College in October 2002, and the October 2005 mid-term report to ACCJC, SBCC has been responsive to accreditation guidelines and has moved expeditiously in response to recommendations. We recognize that self-study processes are evaluative and diagnostic tools that assist in the improvement of programs and operations at the College. The College pays particular attention to ACCJC policies and guidelines. In addition, some of the SBCC programs are accredited by appropriate outside accrediting bodies, demonstrating that the College conducts itself honestly and with integrity in its relationships with external agencies.

The College is involved with many external agencies including, but not limited to, the Board of Registered Nurses, Western States Athletic Conference, National League for Nursing Accrediting Commission, National Student Clearinghouse, National Science Foundation, National Association of Early Childhood Education Programs, California Student Aid Commission, United States Department of Education, Department of Veterans' Affairs, and California Postsecondary Education Commission. Many of these agencies require that the College meet their guidelines and standards, which requires that the College submit program evaluations, fiscal reports and other kinds of assessments. The College takes these requirements seriously and works carefully to provide documentation that is correct and timely.

Self-Evaluation

The College meets the standard. Because the College takes seriously the role of public disclosure and public approval of substantive changes, we have been able to develop many close partnerships with local, State and federal agencies. There has never been an audit exception or material finding relative to funds received from any outside agency.

Planning Agenda

None.

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

The College planning process is clearly established and evaluated. The College communicates findings and makes necessary adjustments to processes. Research and survey results, available on the Web (IVA.36), are contained in publications, used in planning at all levels and highlighted in meetings of the Academic Senate, College Planning Council, Executive Committee, Board of Trustees, in-service presentations, College forums and other venues.

During fall 2008, under the direction of the Superintendent/President, a complete and up-to-date document was prepared which includes the current College standing committees, their charters and membership (IVA.6). The College has discussed, reviewed and adapted its governance structures and decision-making processes over the years, particularly through the creation of task-forces and functional cross-teams, whose work was focused on addressing specific issues. A perfect example of responding to College needs identified through dialogue with institutional governance groups is the creation of the Board Policy and Administrative Procedures Committee (BPAP) established in fall 2008 by the Superintendent/President in order to have a regular and ongoing review of current Board policies and administrative procedures and monitoring of changes in legislation or relevant regulations that require changes in current policies and procedures or establishing new policies and procedures. This committee, reporting to the Superintendent/President, started meeting in February 2009. Chaired by the Vice President Human Resources and Legal Affairs, it is composed of three classified staff appointed by CSEA, three faculty appointed by the Academic Senate, one student appointed by the Student Senate, and two administrators/ managers: one appointed by the Superintendent/President and one recommended by the Deans' Council. The recommended changes in existing Board Policies or proposed new Board Policies will be then brought to the Board for review, discussion and approval. Administrative procedures will be revised or issued through consultation with appropriate governance groups and College stakeholders.

However, during discussions in early fall 2008 in the Executive Committee, College Planning Council and the Academic Senate, it has become apparent that the College needs to create a more formal process for evaluating existing institutional committees and their effectiveness as well clarify the process by which committees may be deemed obsolete and new committees may need to be created to meet the evolving needs of the College.

In addition, the Workplace Environment Assessment Fall 2008 found that classified staff and management/supervisory/confidential group are not sufficiently aware of who is representing them in the College committees: 61% of respondents know who their representatives are in college committees; regular faculty have the highest percentage at 84%, followed by management/supervisory/confidential at 59% and classified staff at only 51%. As a result, 65% of respondents feel that their representatives in governance committees adequately inform them about important committee issues and recommendations; regular faculty have the highest percentage at 77%, followed by classified staff at 65%, followed by management/supervisory/confidential at only 54%. 52% of respondents feel that they are adequately represented in college-wide decision making; regular faculty have the highest percentage at 62%, followed by management/supervisory/ confidential at 52% and classified staff at only 48%. Given that about half of the classified staff and 41% of management/supervisory/confidential do not know who their representatives are in College committees, it is expected that there will be a fairly high percentage of individuals in each group who feels they are not adequately represented.

Self-Evaluation

The College meets this standard. However, as noted above, in order to better respond to the intent of the standard, during the finalization of the College Plan 2008-11 and the preparation of the institutional self study, the College recognized the need to establish a formal and regular process for evaluating its governance and decision-making structures and processes. The following two objectives are part of the College Plan 2008-11 (IV.A 37):

Objective 5.1 In 2008-09, develop a framework for regular evaluation and improvement of institutional shared governance and decision-making structures and processes and conduct the evaluation.

Objective 5.2 In 2009-10, develop and implement a plan that responds to the evaluation of each constituency group's effectiveness in the shared governance process.

Due to the many demands and priorities that the College had to tackle in 2008-09, while discussions have started regarding Objective 5.1, it was agreed that it would be better to push each of these two objectives a year out.

In addition, the responses from classified staff and management/supervisory/ confidential noted above suggest that these two groups need better ways to be informed about who represents them and about the work of the committees in which they are represented.

Planning Agenda

- 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.
- 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.

B. 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.

The legal basis and authority of the Board of Trustees are noted in Board Policy 2005 Legal Basis and Authority and are in compliance with Education Code Section 72022. The duties and responsibilities of the Board of Trustees are outlined in Board Policy 2200 Board Policies and Responsibilities and are in compliance with Education Code Section 70902. These responsibilities are:

- To select and appoint the Superintendent/President of the Santa Barbara Community College District.
- To establish rules and regulations for the government and operation of one or more community colleges in the District and delegate appropriate authority to the Superintendent/President or the Board.
- To establish policies for, and approve, the total educational program of the College or colleges within the District.
- To approve all classes and submit such classes as eligible for State apportionment to the Board of Governors for approval.
- To approve and provide such classes, programs, and facilities under the provisions of the Community Service Act, and the Civic Center Act, as deemed appropriate.
- To establish policies for, and approve, all other programs and services of the College.
- To establish policies for, and approve, procedures for the adoption of instructional materials.
- To establish policies for, and approve, individual courses which are offered in approved educational programs without referral to the Board of Governors.
- To determine which holidays it will observe and on what days it will observe them within the framework of providing the necessary number of days of instruction to qualify for State apportionments.
- To establish academic standards, probation, and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the Board of Governors.
- To oversee the District's operational and capital outlay budgets and to present the budgets to county authorities for the purposes of establishing the District tax rates.
- To manage and control District property and to contract for the procurement of such goods and services as authorized by law.
- As appropriate, to receive and administer gifts, grants, and scholarships.
- As appropriate, to establish such student fees as it is authorized to establish by law.

• To employ and assign all personnel not inconsistent with the minimum standards adopted by the Board of Governors and to establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.
• To provide such auxiliary services as deemed necessary to achieve the purposes of the community college.
• To establish rules and regulations governing student conduct, and to establish procedures not inconsistent with those established by the Board of Governors to insure faculty and students the opportunity to express their opinions at the campus level.
• As appropriate in accordance with general policies established by the Board of Governors, to apply directly to Federal agencies or State agencies operating Federal programs in order to obtain Federal funds.
• To provide for an annual audit of all funds of the District or supervised by the District. (IVB.1).
Board Policy 2430 delegates authority to the Superintendent/President to administer the policies adopted by the Board and to execute all decisions of the Board requiring administrative action (IVB.2). The Superintendent/President is also granted the authority by the Board to delegate any powers and duties entrusted to her to enhance organizational functioning while remaining ultimately responsible for the execution of such delegated items. The Superintendent/ President is expected to perform the duties contained in the job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The goals for job performance are developed and jointly agreed to by the Board and the Superintendent/President.
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.

Descriptive Summary

The Board of Trustees is the publicly elected body of representatives from the community, consisting of seven members. The Board has had the benefit of long service by its members. Four of the Board members combined have a record of service that extends beyond one hundred years. One of the Board members has served since 1965 when the Santa Barbara Community College District was established and separated from the K12 district. The newest Board member is within her third year of service. These seven individuals are independent, but cohesive, and work as a team. The Board sets such policies as are necessary to govern the conduct of the District as outlined in Board Policy 2200 (IVB. 3).

The Board derives its authority from the Education Code of the State of California. The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the

B.1

California Community Colleges and its own policies and procedures (IVB.4). The policies adopted by the Board are consistent with the provisions of law but do not encompass all law relating to the District's activities.

The Superintendent/President has the responsibility for carrying out the policies established by the Board through administrative procedures. Students and employees are expected to adhere to the policies established by the Board and to abide by the administrative procedures and regulations designed to implement the policies, as well as all provisions of law pertinent to their activities.

The Board is committed to fulfilling the responsibilities outlined in Board Policy 2200, which are to represent the public interest; establish policies that define the institutional mission; and set prudent, ethical and legal standards for College operations. The Board also hires the Superintendent/President, delegates power and authority to the Superintendent/President to effectively lead the District, assures fiscal health and stability, monitors institutional performance and educational quality, and advocates for and protects the District.

Board Policy 2431 addresses the Board's responsibility to establish a search process, which complies with relevant regulations, to select and hire the Superintendent/President (IVB.5). In the first part of 2008, SBCC began this commitment as the College embarked on the search for a new CEO as a result of the retirement of the former Superintendent/President who served in this role from August 2002 to May 2008. The Board suggested the formation of a 15-member search committee with representation from all constituent groups of the College and the community. The Board secured the services of a consultant who worked closely with this committee, assisting in formulating the strategy for reviewing applications, selecting finalists, conducting open forums and Board interviews with the finalists, and conducting site visits to the places of employment of the finalists. The process culminated with the Board's selection of the new Superintendent/President who started on June 2, 2008. This process was a prime example of the high spirit of collaboration at SBCC (IVB.6, IVB.7).

Prior to June 2008, the evaluation of the Superintendent/President has been mostly informal without a specific policy and process in place. At the suggestion of the new Superintendent/President, the Board discussed in June, July and August 2008, the approach to a regular evaluation of the Superintendent/ President. As a result, the Board approved on August 28, 2008 Board policy 2435 Evaluation of Superintendent/President which states that "the Board shall conduct an evaluation of the Superintendent/President at least annually (IVB.8). Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President. The criteria for evaluation shall be based on board policy, the Superintendent/President job description, and performance goals developed in accordance with Board Policy 2430."

At the Board study sessions in July and August 2008, the Superintendent/ President discussed with the Board evaluation goals for 2008-09 (IVB.9).



Self-Evaluation

The College meets this standard. The Board has experience and familiarity with the functions and of community colleges. The Board members' commitment to and visibility in the local community enables the College to expand its reach, identify partners and explore possibilities with support and energy.

The Board has a good reputation on campus, enjoying positive rapport with members of the College community. The Board members are viewed as professional, committed and dedicated to the College and its service to students. Effective communication among Board members is evident in the way they conduct Board business on behalf of the College.

The Board policies and responsibilities ensure that the Board is indeed 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 Board also has and adheres to a clearly defined policy for selecting and evaluating the Superintendent/President of the College.

Planning Agenda

None.

B.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. Its service area is the "South Coast". This is the region in Santa Barbara County south of the Santa Ynez range, from Carpinteria to Gaviota. The Board of Trustees is composed of seven members elected at large, representing four trustee areas. Elections are 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 - alternate with election to office for three trustees - one from Area 2, one from Area 3, and one from Area 4. These areas are: Area 1, Carpinteria-Summerland, one trustee; Area 2, Montecito, one trustee; Area 3, Santa Barbara, three trustees; and Area 4, Goleta-Hope-Ellwood, two trustees. The Board also includes a student as a non-voting member (IVB.10, IVB.11, IVB.12). The Board has established a system to elect its leadership, electing a president and a vice-president who serve in those capacities for one year (IVB.13).

The District has benefited from the long-term commitment of several trustees, among them two of the longest serving trustees in the California Community College System, with 44 and 38 years, respectively, in this capacity. This has ensured that the Board has very valuable institutional memory, and attests to the fact that Board service is not perceived or used as a step to other public offices.

The Board holds regular monthly meetings, typically on the fourth Thursday of the month. The Board meetings are open to the public, with notices and agendas widely posted in advance (IVB.14). Board meetings agendas and minutes are available on the College website. On the second Thursday of every month, the Board also holds special meetings, referred to as "study sessions". The Board functions with a committee structure to inform their work. The Board committees in place are the Fiscal Committee, the Facilities Committee and the Educational Policies Committee. The committee meetings, the study sessions, and the regular meetings all provide for venues where meaningful feedback from the community takes place (IVB.15). Items are discussed through the Board committee meetings and study sessions. This approach ensures that any questions and concerns are clarified and answered before the item is brought forward for a vote at a regular Board meeting. In most cases, the votes of the Board have been unanimous.

The President of the Academic Senate, the CSEA Chapter President, the President of the Student Senate and the Superintendent/President report to the Board at each monthly regular meeting. They are also regular attendees to the Board committee meetings and the Board study sessions. Board members regularly attend faculty, student and classified staff activities, as well as College functions. Board members represent the College at community events.

Self-Evaluation

The College meets this standard. The Board has a good record for working together well and on behalf of the interests of the College.

Planning Agenda

None.

B.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

The Board maintains broad oversight of the College educational programs through Board policies that establish standards for graduation, curriculum and program development. The Board is also directly responsible for guaranteeing the College's institutional integrity. It does so by periodically reviewing and approving the College's Mission Statement. The Mission Statement is printed in the College Catalog, posted to the College web site and provides guidance for actions of the Board. It defines the College's role in and commitment to intellectual, cultural and economic vitality and affirms the focus of providing an accessible and effective learning environment and promoting standards of excellence.

The College's mission statement has recently gone through extensive consultation, and a final version approved by the Academic Senate and the College Planning Council was reviewed and approved by the Board (IVB.16, IVB.17, IVB.18).

The curriculum approval process further details the Board's role in ensuring the quality of the College's academic offerings. In accordance with State law, the Academic Senate's Curriculum Committee manages curriculum changes and development of new courses and programs. These are approved by the Superintendent/President and ultimately by the Board per Board Policy 2200 Board Policies and Responsibilities. Board Policy 2510 outlines the role played by the Academic Senate in academic and professional development matters including educational programs, curriculum development and establishment of educational standards.

At its regular, special and committee meetings, the Board reviews reports and presentations on Instruction and Student Services, campus operations, strategic planning updates, and formal budgets. The Board gives approval for all educational programs and construction of all facilities. The Board reviews and approves changes to the College budget throughout the year, which supports the goal of addressing the priorities and improving student learning programs. As a result of recent Title 5 changes, new curriculum standards have been adopted that expand the Board's role in approving standalone programs and courses.

Also as a result of recent Title 5 changes, the Board also grants approval for the Continuing Education offerings that receive enhanced funding. The course and program approval process ensures that the state requirements are met for courses, degrees and certificates (IV.B 19).

Annually updated program reviews ensure the relevancy and quality of our educational programs. The College Plan, District Technology Plan, and Facilities Master Plans are developed through institutional dialogue and provide the context for policy and funding decisions made by the Board.

Self-Evaluation

The College meets this standard. The Board has demonstrated its interest in supporting the continuing development of the curriculum/programs at the College through regular presentations during its various meetings. These presentations allow the Board to hear from departments about new initiatives and innovations, and various reports enable them to understand how student learning programs meet student and community needs.

The Board periodically reviews and approves the mission as recommended by the College Planning Council. Updates are initiated by the College Planning Council in conjunction with the development of a new three-year strategic plan. The most recent one occurred in spring and fall 2008 as a result of the need to incorporate the College's commitment to institutional student learning outcomes in the Mission Statement.

Planning Agenda

None.

B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board reviews and approves the annual College budget. The Board reviews financial reports for the College, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs.

The Board, through the work of its three committees, Financial, Facilities, and Educational Policies, ensures the high quality of the College's educational programs, oversees the financial health and integrity of the institution and confirms practices are consistent with policies. The Board is kept apprised of the College's growth, outcomes, development, and issues in numerous ways. Trustees are regularly provided information on current issues, new activities and program changes in communications from the Superintendent/President and in Board meetings through reports, presentations and Board agenda items for both information and action (IVB.20).

The Board assures the fiscal integrity of the District through the regular review of the budget, through the development and application of Board adopted Budget Principles and by requiring a minimum five percent contingency reserve (IVB.21). Legal matters of the District are discussed in both open and closed sessions of Board meetings as appropriate and allowed by law. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its decisions. The Board conducts closed sessions for decision-making related to legal matters such as personnel evaluation and disciplinary actions, negotiations, and the advice of counsel on pending litigation (IVB. 22).

Self-Evaluation

The College meets this standard. As evidenced by Board meeting agendas and minutes, the Board embraces and exercises its responsibilities with ultimate diligence and commitment. It does so by periodically reviewing and approving the College's Mission Statement and College Plan; reviewing and approving tentative and adopted budgets that ensure the viability and integrity of the College's instructional programs, student support services and operations; reviewing financial status reports; commissioning annual audits of all the District's funds; and reviewing the fiscal stability of the District through regular reports provided by the Superintendent/President.

Planning Agenda

None.

B.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

Board policies series 2000 stipulate the Board's size, duties, responsibilities, structure and operating procedures. As noted earlier under Standard IV B 1a, Board Policy 2010 Board Membership stipulates that the Board consists of seven members elected by the citizens of the Santa Barbara Community College District to serve four-year terms. Per Board Policy 2100 Board Elections, elections for 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. In November 2008, three of the trustees were up for re-election. No candidates filed to run against the incumbents, so an election was not held.

Board Policy 2015 also stipulates that a student trustee is elected for a one-year term beginning June 1. The Associated Student Body elects the student trustee. The student trustee can cast an advisory vote and does not participate in closed sessions.

Self-Evaluation

The College meets this standard. With the leadership of the Superintendent/ President, between July 2008 and January 2009, the Board has reviewed all policies governing its duties, responsibilities, structure, and operating procedures. New policies were also created and approved by the Board to fully meet this standard.

Planning Agenda

None.

B.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's "Standards of Conduct" set forth the operational and ethical responsibilities of the Santa Barbara Community College District Board members (IVB.23, IVB.24). The Board has a clear record of acting consistently within these standards. The Board's meeting times and procedures are well established and the Board always operates consistently with them.

Because the College has previously opted to subscribe to the Community College League of California's (CCLC) "Policy and Procedure Service," the Board adopted the policy section made available through this service. Legal counsel has reviewed these policies to ensure their overall accuracy and the use of appropriate language.

However, the College has not been engaged in a systematic process to regularly review and update Board policies and recommend new ones, as needed. In addition, although the College has agreed to use the model policy template provided by CCLC, most of the current policies are still in the old format and they are actually mixing policy and procedures within the umbrella of policies. Some of the old policies which also include procedures, have been moved to the CCLC format; however, the text of these documents is still to be reviewed in order to separate policies and procedures.

As noted under the previous standard, the Superintendent/President developed a schedule for review of all Board Policies pertaining to policies governing Board duties, responsibilities, structure, and operating procedures. This schedule was discussed with the Board at the July 19, 2008 Study Session. As a result, between July 2008 and January 2009, the Board has reviewed all policies pertaining to its structure, organizations and operations. New policies were also created and approved by the Board to fully meet this standard. In order to address on a regular and ongoing basis the full spectrum of Board policies and administrative

procedures to be reviewed and updated, as needed, or create new policies and administrative procedures, also as needed, in fall 2008, the Superintendent/ President established the Board Policy and Administrative Procedures Committee (BPAP). The charge of this committee is to develop an approach and schedule for regular review of existing Board policies and administrative procedures, updating them as needed, and recommending new ones, in consultation with appropriate governance groups, in response to changes in relevant laws, regulations, and pertinent standards as recommended by CCLC. This committee started its work on March 6, 2009.

Self-Evaluation

The College partially meets this standard. The Board operates in a manner consistent with Board policy relative to its role in collegial consultation, fiscal oversight and supporting the work of the College to achieve its stated Mission in accordance with the Brown Act, accreditation standards and state and federal regulations. However, the College policies and procedures have been not been evaluated regularly in the past and the transition to the CCLC policy format as well as the proper separation of policies from procedures has not been completed.

Planning Agenda

The Superintendent/President will bring BPAP's recommendations for policy revisions or new policies to the Board for review and approval on a regular basis. By Spring 2012, through BPAP, the College will complete the process of 1) reviewing all existing policies and procedures; 2) separating policies from procedures, as appropriate; 3) revoking obsolete policies and procedures; and 4) formatting and re-numbering, as appropriate, all existing policies and procedures using the CCLC format and numbering system. Proposed new Board policies and administrative procedures will follow the CCLC format and numbering system, as much as possible.

B.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 allocates travel and educational funds for its members on an annual basis. Members of the Board have travel expenses paid whenever they travel for Board development, as representatives of and perform services directed by the Board (IVB. 25, IVB.26). In addition, the Trustees are members of professional organizations such as CCLC and have opportunities for personal education and development. One of the Board members has served on the Board of the California Community College Trustees Association and is currently the chair of this state association.

The Board conducts retreats and study sessions on topics of interest in their scope of responsibilities. Orientation of new Board members is accomplished through meetings with the Superintendent/President, the Board President, individual Board members, and various administrative staff. New members also receive College background information and materials published by the CCLC. In addition, newly elected and/or appointed Trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held an annual basis in conjunction with the League Legislative Conference.

Self-Evaluation

The College meets this standard. The cumulative experience of the Board members is substantial, and the Board benefits from active participation in state and national trustee associations, workshops and activities. Since the last accreditation, one of the College's current Board members served as president of the California Community Colleges Trustee Association during which time he provided a great deal of information, as well as a statewide perspective to his fellow Board members.

The Board has been very stable with only a few changes in membership during the last 10 years. Consequently, the new member orientation process has not been used very often, although the student trustee position changes each year. The Board voted to have one of the regular Board members mentor the student trustee (IVB. 27).

Planning Agenda

None.

B.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

During the last accreditation visit in October 2002, the College received a recommendation that the Board of Trustees adopt a formal process of selfevaluation to assess the Board's performance, leadership and interaction with the College governance process. At its study session in November 2002, the Board of Trustees and the Superintendent/President initiated the process for developing a Board self-evaluation policy and procedure. A working subcommittee of the Board was appointed to work with the Superintendent/ President on the development of a board evaluation process. Materials developed by the Community College League of California (CCLC) were used as a starting point in this process. On March 1, 2003, the Board of Trustees conducted a retreat and invited the Executive Director of CCLC to discuss with the Board the following topics:

- Characteristics of effective boards
- The Board/President relationship
- Board evaluation approaches
- President evaluation approaches

The outcome of the retreat was the agreement to develop a survey instrument that the Board would use for its evaluation and to develop an evaluation timeline for spring/summer 2003. The survey instrument was developed and self administered. The results were analyzed in the Superintendent/President's Office and shared with the Board of Trustees in January 2004. The Board of Trustees discussed the results at study sessions in 2004 (IVB.28). The Board of Trustees has used the evaluation process developed in 2003 on a regular basis.

Furthermore, in August 28, 2008, the Board adopted policy 2745 Board Self Evaluation which outlines the approach to an annual self-evaluation. The Board reviewed the self-evaluation instrument at the July and August 2008 study sessions. The annual evaluation for 2008-09 was conducted during fall 2008. The results of that evaluation were discussed at the December 3, 2008 Study Session (IVB.29, IVB.30).

Self-Evaluation

The College meets this standard. The Board conducts a self-evaluation on an annual basis in an open session meeting. During this session, members evaluate their own performance and discuss areas for potential change. As needed, the Board conducts study sessions, reviews reports and information and is well prepared to describe and carry out its role.

Planning Agenda

None.

B.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 Code of Ethics was originally adopted in the 1980s, and was revised on May 11, 1998 and more recently on October 30, 2008 (IV.B.24). It delineates the ethical standards that the members are expected to follow. There is also a detailed Board policy for the disclosure of any conflicts of interests (IVB.23).

Self-Evaluation

The College meets this standard. The Board follows its statement of ethics and holds each of its members to this standard.

Planning Agenda

None.

B.1.i The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is regularly informed of the new accreditation requirements and accreditation processes in other colleges in the system by the Superintendent/ President. Board Policy 3200 Accreditation states:

"The Superintendent/President shall ensure that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report."



The Board has been very much aware of and involved in all components of the accreditation process. Four of the Board members have participated in the June 20, 2008 accreditation training organized by the Superintendent/President and conducted by Dr. Steve Meridian, ACCJC Vice President. The Board has appointed one trustee to participate directly in the elaboration of this self study, as a member of the Standard IV committee (IVB. 31).

The Superintendent/President has made regular reports to the Board, including presenting an overview of the process and specifics regarding communication with the Accrediting Commission for Community and Junior Colleges and progress reports on the completion of the self study (IV.B.32). A preliminary draft of the institutional self study for re-affirmation of accreditation was discussed with the Board at the March 12, 2009 Study Session and the final draft was discussed with the Board at the May 12, 2009 Study Session. The Board approved the final self study at its May 2009 regular meeting.

In addition, the Superintendent/President and the Accreditation Steering Committee have conducted campus-wide accreditation forum on November 4 and 5, 2008 and again on April 10 and 17, 2009. One Board member participated in two of these forums.

Self-Evaluation

The College meets this standard. Through the Superintendent/President's regular reporting process and study session discussions of accreditation standards, of the process for organizing the self study process, of drafts of the self study, as well as participation in training session and campus-wide accreditation forums, the Board has had ample opportunity to influence the process and provide appropriate support for ensuring the institution is well prepared for the accreditation review.

Planning Agenda

None.

B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college 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 district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

This is a single-college, three-campus District. The College's Superintendent/ President (CEO) assumed her duties on June 2, 2008 after an eight-month nationwide search process that was thoughtfully and thoroughly developed by the Board and involved all campus constituencies and the community. The Superintendent/President came to SBCC from South Orange County Community College District in Mission Viejo, CA, where she was Vice Chancellor of Technology and Learning Services. She knows the community and SBCC well having joined the College in 1999 as its first Director of Institutional Assessment, Research and Planning followed by Associate Vice President for Information Technology, Research and Planning, a position she held until 2006.

The Board delegates full responsibility and authority to the Superintendent/ President to implement and administer Board policies on a day-to-day operational basis and run the District without influence from the Board as a whole or from individual Board members. The Board holds her accountable for the operation of the District and its three campuses and evaluates her performance annually in an evaluation that is based on mutually established performance goals for the year.

The Board delegates responsibility and authority to the Superintendent/ President to implement and administer Board policies and the work of the District without interference. In her short tenure of nine months as Superintendent/President, working collaboratively with various groups, the following have been accomplished:

- Leadership for the preparation of the institutional self study for reaffirmation of accreditation;
- Rapid response to budget challenges in 2008-09, affecting a \$4.2 million reduction in the 2008-09 fiscal year general fund unrestricted expenditures while maintaining 1) core instruction and programs that serve our students, and 2) employment of regular employees: full-time faculty, regular classified staff and administrators/managers.
- Completion of the College Plan 2008-11 and roll out of its implementation. The plan includes clear and measurable goals that are well-focused on the College's Mission and "the reach" that the College community has established for itself. This plan is motivating in content and student-centered and will yield substantial benefits for the institution and SBCC students;

- Completion of the District Technology Plan 2008-11 with an emphasis on clear and measurable objectives integrated with the College Plan 2008-11;
- Implementation for the first-time and completion of operational and faculty-led student services program reviews and re-designing instructional program reviews to follow the guidelines from ACCJC and include identification of resource allocation which will help link program reviews to planning and budgeting;
- Significant work on developing a new budgeting process for the College that links program reviews to planning and budget and is based on identified one-time and ongoing needs;
- Successful preparation for the rating of the District by Moody's and Standard and Poor's of our General Obligation Bonds, Election of 2008, Series A, which has received two very strong ratings of an AA+ from Standard and Poor's and Aa2 from Moody's;
- Successful sale of the first issuance of Measure V bonds of \$47 million in December 2008;
- Selection of a project management company for all capital construction projects;
- Roll-out of capital construction projects, including the remodel of the Drama Music building, including the Garvin Theatre, and other projects;
- Scheduled and brought to the Board all existing Board policies and proposed new ones that deal with the Board's authority, size, duties, responsibilities, organization, structure and operations; established the Board Policies and Administrative Procedures Committee as the institutional governance committee to oversee the ongoing, systematic and proactive review of existing Board policies and administrative procedures and recommend new ones, as needed
- Successful recruitment of a new Vice President for Continuing Education;
- Analysis of the Continuing Education dean structure, re-organization of the structure resulting in streamlining operations, improving coordination and reducing ongoing expenditures;
- Changes in certain policies and procedures in order to become eligible to join the Servicemembers Opportunity Colleges consortium, dedicated to helping service members and their families obtain college degrees;
- Pursuit of new grant opportunities, new programs and partnerships;
- Implementation of a curriculum management system Curricunet longoverdue in terms of curriculum management and reporting requirements;
- Planning of the College's Centennial celebration in 2009-10.

Self-Evaluation

The higher education and specific California community college experience of the current Superintendent/President and her prior service at the College have allowed for a positive transition in leadership in a very challenging budgetary climate for the College. The Superintendent/President brings the expertise necessary for the College to succeed in meeting and exceeding its stated strategic goals. She is experienced and effective in her role with State and federal policy makers having served as officer in state and national organizations and having been involved in major statewide projects, including the development of the accountability reporting framework and the environmental scan for the statewide strategic planning for California Community Colleges. She is one of the authors of "Basic Skills as a Foundation for Student Success in California Community Colleges," which has become the basis for the statewide initiative on student success and basic skills currently under way. On February 23, 2008, this seminal work was honored with the Mertes Award for Excellence in Community College Research from the Association for California Community College Administrators. Dr. Serban is the past president of the Research and Planning Group of California Community Colleges, past Chair of the prestigious AIR Publications Committee, and a current member of the Action Planning Groups for the implementation of the basic skills and intersegmental transfer components of the Statewide Strategic Plan for California Community Colleges.

She has extensive experience with the accreditation standards having previously served as the Accreditation Liaison Office for SBCC for seven years and in accreditation teams visiting California Community Colleges under both the "old" and new, 2002 standards.

She is committed to the success of the College and its students. She is respected in the state, the community and on the College campus. The Superintendent/ President is committed to the College, the quality and effectiveness of its daily operations, its long-term future, and its staff and students. She works to foster a nurturing campus climate; a well-equipped physical campus; responsive, cutting edge educational programs; and a well-regarded reputation in the community.

With reference to B.1.j "In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges," this is a single-college district. Thus, this portion of the standard is not applicable.

Planning Agenda None.

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.

Descriptive Summary

The Superintendent/President chairs the Executive Committee and the College Planning Council, providing leadership to both. In both of these committees, and on a daily basis, she has ensured that planning has occurred, that plans are being implemented and evaluated and that progress towards stated goals and objectives is measured and outcomes stated. Key accomplishments in exemplifying the intent of this standard are noted above.

The resources of the institution have been managed effectively. This has been greatly aided by the development and focus of the College plans and by mechanisms to assess institutional effectiveness. The College ensures through an annual financial audit that it is complying with appropriate state and federal requirements and operating within its resources. The audit process has affirmed the College's effectiveness in that regard (Audit reports).

Self-Evaluation

The College is well organized, financially stable, growing, outcomes-oriented, integrated into the community, and highly represented and regarded in the community. The Superintendent/President provides the vision, the oversight, and the leadership that re-affirms the belief that the College can do what it aims to do.

Planning Agenda

None.

B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/ she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Superintendent/President plans, oversees and evaluates an administrative structure that is led by Executive Committee members who report directly to her, including:

- Executive Vice President Educational Programs;
- Vice President, Business Services;
- Vice President, Human Resources and Legal Affairs;
- Vice President, Information Technology;
- Vice President, Continuing Education;
- Senior Director, Institutional Assessment, Research and Planning;
- Director of Campus Diversity.

The Public Information Officer and the Director of Marketing and Enrollment Management report directly to the Superintendent/President but are not members of Executive Committee.

A review of professional resumes, performance and experience reveals that administrators are highly qualified to perform their responsibilities. The published job announcements clearly state the required training and experience for each position. Upon being hired, academic administrators are given written contracts to sign.

The College's administrative staff is set up in a structure and with a sufficient number to meet its complex and vital mission. The administrative staff is highly committed, effective, efficient, creative, and innovative in supporting the development of an exciting environment for teaching and learning.

The Superintendent/President provides the leadership and has the responsibility for ensuring that the College serves its students and the community with the highest quality, greatest flexibility and in the most current ways possible. As such, she encourages all staff and departments to evaluate how they do and what they do not only on an annual but on an ongoing basis. Working collaboratively with Executive Committee, College Planning Council and the Academic Senate, the Superintendent/President spearheaded the implementation for the first-time of operational unit programs reviews in fall 2008 and re-structured instructional and faculty-led student services programs reviews which provide for establishing measurable unit objectives linked to the College Plan goals and objectives. The administration is leading the effort to put in place a framework for the implementation of the College Plan goals and objectives through annual tactical plans that allow for tracking progress and assessing results. In addition, the new dean organizational structure in Continuing Education was created to provide better operational efficiency and emphasize focus, coordination and collaboration within continuing education and between continuing education and credit programs.

Self-Evaluation

The College meets the standard. The College responds quickly to changing organizational structures to meet internal and external demands. In 2008-09, as a result of retirements, the College has been able to re-organize the upper management structure of one of the key divisions of the College – Continuing Education.

The Superintendent/President's and administration's flexibility commitment to teamwork enable the College to keep up with changes and prepare for what is ahead. The entrepreneurial nature and predisposition to partnership development, combined with the dedication of the members of the leadership team, enable individuals, the team and the College to thrive as risk-takers and innovators. As the College develops and new positions are created to support the developed initiatives, job descriptions are carefully written with an eye toward the future. Both new and existing job descriptions are updated regularly as the scope of positions change to take advantage of opportunities that present themselves.

Planning Agenda None.

B.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 Superintendent/President establishes a strategic planning process overseen by the College Planning Council that sets values, goals and priorities and also ensures that evaluation and planning rely on high-quality research analysis and accurately reflect internal and external conditions. Immediately upon starting as Superintendent/President in June 2008, she has begun to work with the College Planning Council and the Academic Senate to re-structure existing budgetary practices to ensure that resource allocations are driven by resource requests identified in program reviews and that are designed to support the progress towards the goals and objectives in the College Plan 2008-11. The Superintendent/President also ensures that processes to evaluate the outcomes of institutional policy and implementation efforts are conducted on an annual basis.

All College evaluation and planning efforts rely on surveys, studies and reports conducted and published by the Office of Institutional Assessment, Research and Planning. As she has served as the first Director of Institutional Assessment, Research and Planning at SBCC, created this office and its excellent reputation on campus and statewide, the Superintendent/President is well versed in performance measurement and evaluation. The Superintendent/President has provided leadership in the development and expansion of the research and analysis functions that underscore effective planning at the College. The College annually assesses the impact of the past year's efforts, as well as the cumulative impact on achieving the Mission and Strategic plans.

Self-Evaluation

The College meets the standard. The Superintendent/President, along with the entire administration, ensures that the institution's projects and development of resources are grounded in sound research and thorough planning and analysis. The College annually assesses the effectiveness of the past year's efforts. The Superintendent/President engages the College Planning Council and the Board of Trustees in discussion and dialogue about the College's annual assessment of institutional effectives (IVB.30). Based on the statewide transfer research she has led since June 2007, the Superintendent/President has also brought new perspectives relative to the development of effective practices in transfer efforts and has engaged the Executive Vice President, Dean of Educational Programs in charge of transfer and transfer staff into conversations about new approaches to tracking success in transfer and associated focused strategies. She has extensive knowledge in the areas of financing and FTES apportionment and forecasting.

Planning Agenda

None.

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

The importance of adhering to policy is a theme that is repeated in many settings throughout the College. It is referenced in job descriptions, discussed during New Employee Orientations, evaluated during management and staff performance reviews, and addressed repeatedly in a variety of meetings from the department level through College-wide staff meetings.

Self-Evaluation

The College meets the standard. The Superintendent/President makes it a priority to communicate the District's statutes, regulations and Board policies with staff, students, faculty, and administrators. Through several groups such as the College Planning Council, Executive Committee, and Management meetings, the alignment between institutional practices and the Mission Statement, Strategic Goals and Board policies is maintained. In addition, the Superintendent/President

B.2.c

hosts several times per semester college-wide President's Chats, Budget Forums, in Spring meets with all College divisions, makes numerous other presentations on campus and visits classrooms, as well as has an open door policy. Thorough all these venues, she emphasizes the College Mission, the key College priorities and the strategic goals and objectives in the College Plan 2008-11.

As evidenced by a lack of findings in annual audits, no progress or special reports or interim visits from the Accrediting Commission in the entire College history, commendations by external bodies, local, state, and national recognitions, the College's institutional practices are consistent with and supportive of its mission and policies.

The Superintendent/President spends a considerable amount of time communicating the mission of the College, and works with the Executive Committe and College Planning Council in planning goals and in facilitating change processes at the College.

Planning Agenda

None.

B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

The Superintendent/President ensures that budget planning is tied to the Mission Statement and the strategic goals and objectives of the College through the process being implemented in 2008-09 which ties program reviews to planning and budgeting. The budget supports institutional improvements and assesses how funding will impact student access and learning. Institutional planning reflects a realistic assessment of available financial resources, development of financial revenues, partnerships, and expenditure requirements. Information on the budget is presented to the College as a whole through campus-wide e-mail communications, campus wide Budget Forums, and monthly Board items. Budgetary information and updates are reviewed in the Executive Committee and College Planning Council on a regular basis in an effort to keep staff apprised of the College's fiscal status.

Individuals involved in institutional planning receive accurate and regular information about sources of funding and available funds including the annual budget and its fiscal commitments. Funding priorities fuel the College's achievement of goals in a logical, timely and responsible fashion. The institution has sufficient cash flow revenues to maintain stability, strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen circumstances. In 2008-09, due to unprecedented fiscal uncertainty at the State level and need to contain expenditures within the level of revenues available, the Superintendent/President worked collaboratively with the Executive Committee, College Planning Council and the Academic Senate to affect a significant reduction of \$4.2 million in the unrestricted general fund expenditures.

The Superintendent/President facilitates planning and advocacy at the State level to ensure that the College has sufficient resources to support educational improvements, to cover its liabilities and to handle financial emergencies. The Superintendent/President has worked with the Vice President Business Services and completed comprehensive analyses showing the fiscal trends of the College and raising the awareness of the College community and the Board of Trustees relative to the College fiscal status and outlook. The Superintendent/President is skilled, strategic and experienced in the areas of budgeting, resource generation and leadership in establishing fiscal stability within the parameters of state regulations and local Board policies.

Self-Evaluation

The College meets this standard. The District is fiscally sound. The Superintendent/President's knowledge of finance at the local operational level, as well as the development of funding formulas at the state level, has enabled the District to effectively deal with the serious fiscal challenges of 2008-09.

Planning Agenda

None.

B.2.e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Superintendent/President has as one of her top priorities building strong relationships with the local community. In less than nine months, the Superintendent/President has been effective and successful in establishing herself as the leader of SBCC in the community. She serves in boards of key local organizations such as United Way, Santa Barbara Chamber of Commerce, Partners in Education and steering committees for important community and collaborative partnerships such as Fighting Back and the Jail Reentry Program.

As a part of her connection to the community, the Superintendent/President communicates and develops relationships with the surrounding community by meeting with individual business leaders, hosting events at the College and communicating in person and by telephone about ideas, partnerships and shared interests. She is frequently asked to speak at community organizations and to be part of community initiatives.

The Superintendent/President is committed to open and ongoing dialogue with all internal campus constituencies. She initiated a new series of campus-wide open forums – President's Chats – where all campus members are welcome to ask any questions or discuss any issues of interest or concern. She has hosted three such chats in fall 2008 and two in spring 2009. They have been well attended and the feedback has been very positive. She also conducts every semester budget forums and accreditation campus-wide meetings. She meets during the spring semester with all College divisions, hosts breakfasts to meet new employees, and receptions to celebrate newly tenured faculty. At her initiative, College employees who have served 10 years at the College are also now recognized at Board meetings, whereas previously only employees who served at least 15 years were recognized.

The Superintendent/President looks for opportunities to bring people together to celebrate their successes and to encourage people to lead, to take risks and to pursue their professional development goals. She sends personal birthday cards to all permanent employees as well congratulations and thank you cards to employees who have achieved significant professional or personal recognitions, projects or milestones. The Superintendent/President has received positive feedback from employees throughout 2008-09 for the effective communications regarding the state budget developments, effective in-service presentations, the President's Chats, and open communication and accessibility.

Self-Evaluation

The Superintendent/President is recognized in the community and statewide as a strong and effective leader who achieves quantifiable, quality results. Because of her commitment to ongoing, straightforward communication, and strong presence in the community, the College continues to build on its well established and excellent reputation in the community and a high awareness of the services offered by the College.

Planning Agenda None.

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 is a single-college district. This standard is not applicable.

Self-Evaluation

None.

Planning Agenda

None.

References

IVA.1	Campus-wide Communications Regarding Campus Forums
	with the Four Finalists for the Superintendent/President Position
IVA.2	Board Policy 2510 Participation in Local Decision Making
IVA.3	Board Policy 2430 Delegation of Authority to
	Superintendent/President
IVA.4	CSEA Consultation Model November 2006
IVA.5	Memorandum of Understanding between Santa Barbara City
	College and California School Employees Association Chapter 289
	November 2006
IVA.6	List of Governance and Functional Committees
IVA.7	Board Policy 2010 Board Membership
IVA.8	Board Policy 2015 Student Member(s)
IVA.9	Academic Senate Bylaws
IVA.10	Board of Trustees Study Session Agenda and Minutes,
	June 12, 2008
IVA.11	Academic Senate Meeting Minutes July 16, 2008

IVA. 12	Superintendent/President Presentation and Discussion at the
1 111. 12	August Academic Senate Retreat August 208
IVA.13	Superintendent/President In-service Presentation August 2008
IVA.14	Measure V
IVA.15	List of Projects for Measure V
IVA.16	Board Measure V Resolution July 24, 2008
IVA.17	Workplace Environment Assessment Fall 2008
IVA.18	AB1725
IVA.19	Board Policy 1206.3 Faculty Involvement in Governance
IV.A.20	Academic Senate and Instructors' Association Liaison Agreement
IVA.21	Academic Senate Minutes, November 7, 2007
IVA.22	Academic Senate Minutes, December 5, 2007
IVA.22 IVA.23	SLO Task Force Minutes, Summer 2007
IVA.24	Institutional Student Learning Outcomes document
IVA.25	Academic Senate Minutes, November 14, 2007
IVA.26	Institutional Effectiveness Reports 2002-03
IVA.20 IVA.27	Institutional Effectiveness Report 2003-2004
IVA.27 IVA.28	Board Study Session Minutes, April 20, 2006
IVA.28 IVA.29	Partnership for Student Success Evaluation Year One
IVA.29 IVA.30	Academic Senate Minutes, October 24, 2007
IVA.30 IVA.31	Press Release from the Hewlett Foundation
	Academic Senate Minutes, December 5, 2007
IVA.32 IVA.33	
IVA.33 IVA.34	Academic Senate Minutes, February 13, 2008
	Press Release about receipt of Hewlett Award, October 2008
IVA.35	Academic Senate Minutes, February 25, 2009
IVA.36	IARP Web Site http://www.sbcc.edu/institutionalresearch
IVA.37	College Plan 2008-11
IVB.1	Education Code, Sec. 84040
IVB.2	Board Policy 2430 Delegation of Authority to
	Superintendent/President
IVB.3	Board Policy 2200 Board Duties and Responsibilities
IVB.4	Board Policies 2000 Series
IVB.5 IVB.6	Board Policy 2431 Superintendent/President Selection
178.6	Board Regular Meeting Minutes August 23, 2007,
	Approval of Superintendent/President Search Committee
IVB.7	Campus-wide Email from Academic Senate President,
	April 7, 2008
IVB.8.	Board Policy 2435 Evaluation of Superintendent/President
IVB.9	Board Study Session Agenda and Minutes July 19, 2008,
IVD 10	August 14, 2008
IVB.10	Board Policy 2100 Board Elections
IVB.11	Board Policy 2010 Board Membership
IVB.12	Board Policy 2015 Student Member(s)
IVB.13	Board Policy 2210 Officers
IVB.14	Board Policy 2310 Regular Meetings of the Board
IVB.15	Board Policy 2220 Committees of the Board
IVB.16	College Mission Statement
IVB.17	Academic Senate Minutes, April 16, 2008
IVB.18	Board Regular Meeting Minutes, September 25, 2008
IVB.19	Board Meeting Minutes Areas of Enhanced Funding Offerings
	in Continuing Education
IVB.20	List of Presentations to the Board of Trustees
IVB.21	Board Policy 6251 Principles of Budget Development

IVB.22	Board Policy 2315 Closed Sessions
IVB.23	Board Policy 2710 Conflict of Interest, Administrative
	Procedure 2710 Conflict of Interest
IVB.24	Board Policy 2715 Code of Ethics
IVB.25	Board Policy 2735 Board Member Travel
IVB.26	Board Policy 2740 Board Education
IVB.27	Board Regular Meeting Minutes, December 10, 2008
IVB.28	Board of Trustees Self Evaluation
IVB.29	Board Self Evaluation Results December 2008
IVB.30	Board Study Session Minutes, December 3, 2008
IVB.31	Board Study Session Minutes, July 19, 2008
IVB.32	Board Study Sessions Minutes June 12, 2008, July 19, 2008,
	August 14, 2008; February 12, 2009, March 12, 2009;
	Board Regular Meetings June 28, 2008, July 24, 2008