BP 2510 PARTICIPATION IN LOCAL DECISION MAKING

Reference: Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);
Accreditation Standard IV.A

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board’s action and administrative procedures for Superintendent/President’s action under which the District is governed and administered.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206)
The Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Academic and professional matters include:
1. Curriculum, including the establishment of prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

In addition, the consultation will include faculty hiring processes.

Staff, Management and Supervisors, Confidential Employees (Title 5, Section 51023.5)
Staff, managers and supervisors, and confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and

Adopted: PROPOSED POLICY

Attachment 1
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3/12/09
procedures that have a significant effect on them. The opinions and recommendations of the California School Employees Association and its Chapter 289, the management/supervisory group, and confidential employees will be given every reasonable consideration.

Non-Credit Instructors

Non-credit instructors shall be provided with opportunities to participate effectively in the formulation and development of District policies and procedures that have a significant effect on non-credit instructors. The opinions and recommendations of the Continuing Education Instructors Association will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.
Institutional Self Study for Re-affirmation of Accreditation
Remaining timeline as of March 9, 2009

1. Draft #4 sent to Board of Trustees on March 9, posted on Accreditation web site and disseminated campus wide for feedback on March 9, 2009
2. Board reviews Draft 4 at the March 12, 2009 study session
3. CPC reviews Draft 4 at the March 17, 2009 meeting, provides feedback to Superintendent/President Serban
4. Academic senate reviews Draft 4 at the March 25, 2009 meeting, provides feedback, if necessary, to Diane Rodriguez by April 1, 2009
5. Spring self study campus wide forums scheduled for April 10 and April 17, 2009

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<tr>
<th>Date</th>
<th>Time</th>
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<tr>
<td>Friday, April 10, A 160</td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td>Standard II and IV</td>
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<tr>
<td>Friday, April 17, EBS 309</td>
<td>9:00 a.m. – 11:00 a.m.</td>
<td>Standard I and III</td>
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6. “Almost final” self study due April 10, 2009
7. Diane Rodriguez edits “almost final” draft, edited version due to Superintendent/President Serban on April 24, 2009 for additional reading, becomes “99% final”
8. “99% final” version endorsed/accepted by Academic Senate at the April 29, 2009 meeting
9. “99% final” version endorsed/accepted by Student Senate at the May 1, 2009 meeting
10. “99% final” version endorsed/accepted by CPC at the May 5, 2009 meeting
11. “99% final” sent to the Board of Trustees on May 7, 2009
12. Board reviews “99% final” self study at the May 14, 2009 study session; some minor revisions may be made as a result
13. Final self study taken for Board approval at the May 28, 2009 regular Board meeting
14. Final proofing and production/printing of self study completed by July 15, 2009
15. Self study submitted to ACCJC by July 30, 2009, distributed campus wide, posted on college web site
16. Accreditation related presentations at the Fall 2009 inservice by Superintendent/President Serban and standard teams
17. Additional Fall 2009 self study and accreditation meetings to be scheduled
18. Accreditation site visit scheduled for October 19-22, 2009
ACCREDITATION STANDARDS
Summary

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.

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.

Standard II: Student Learning Programs and Services

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

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.
B. 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.

C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

B. 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.
C. 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.

D. Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard 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.

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.

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.
Introduction to the Accreditation Standards

Shaping the Dialogue

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self study provides the Commission with the institution's assessment of itself as a whole.

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college-wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges
accic1@pachell.net

Approved, June 2002
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.

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

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

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

4. The institution's mission is central to institutional planning and decision making.
Standard I: Institutional Mission and Effectiveness

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.

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

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

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

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.
Standard I: Institutional Mission and Effectiveness

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

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

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
Standard II: Student Learning Programs and Services

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

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.

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

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

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¹ Standard IIA—Instructional Programs
Standard II: Student Learning Programs and Services

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.\(^1\),\(^2\)

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.

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.

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

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.\(^1\)

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.

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**Standard IIA—Instructional Programs**
Standard II: Student Learning Programs and Services

f. 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.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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

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

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

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

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.

b. A capability to be a productive individual and lifelong 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.

Standard IIA—Instructional Programs
Standard II: Student Learning Programs and Services

c. 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.

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

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

   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.

   b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.  


Standard IIA—Instructional Programs
Standard II: Student Learning Programs and Services

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.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

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

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

c. 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.

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

Standard IIA—Instructional Programs
Standard II: Student Learning Programs and Services

B. 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 learning outcomes, faculty and staff measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.1, 2

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

   a. General Information
      - Official Name, Address(es), Telephone Number(s), 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

   b. Requirements
      - Admissions
      - Student Fees and Other Financial Obligations
      - Degree, Certificates, Graduation and Transfer
c. Major Policies Affecting Students
   • Academic Regulations, including Academic Honesty
   • Nondiscrimination
   • Acceptance of Transfer Credits
   • Grievance and Complaint Procedures
   • Sexual Harassment
   • Refund of Fees

d. Locations or publications where other policies may be found

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

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
Standard II: Student Learning Programs and Services

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

C. 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.
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.¹

   a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

   b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

   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.¹

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

   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.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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Standard IIC—Library and Learning Support Services
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

   a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in 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.\textsuperscript{4}
Standard III: Resources

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.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

d. The institution upholds a written code of professional ethics for all of its personnel.

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.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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.

Standard IIIA—Human Resources
Standard III: Resources

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
   a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
   b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
   c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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. The institution plans professional development activities to meet the needs of its personnel.
   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.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Standard IIIA—Human Resources
Standard III: Resources

B. 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.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
   
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.

   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 healthy learning and working environment.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

   a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

   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.

Standard IIIB—Physical Resources
Standard III: Resources

C. 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.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
   a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
   b. The institution provides quality training in the effective application of its information technology to students and personnel.
   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
   d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

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.
Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
   a. Financial planning is integrated with and supports all institutional planning.
   b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
   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 and future obligations.
   d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Standard IIID—Financial Resources
Standard III: Resources

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.

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.

b. Appropriate financial information is provided throughout the institution.

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.

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

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.

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 the institution.5

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
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.

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.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

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 special-purpose bodies.

   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.

   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.

Standard IVA—Decision-Making Roles and Processes
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.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

*Standard IVA—Decision-Making Roles and Processes*
Standard IV: Leadership and Governance

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.⁶

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

   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.

   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.

   c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

   d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Standard IVB—Board and Administrative Organization
Standard IV: Leadership and Governance

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.

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.

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

i. The governing board is informed about and involved in the accreditation process.

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.
Standard IV: Leadership and Governance

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   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.

   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.

   c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

   d. The president effectively controls budget and expenditures.

   e. The president works and communicates effectively with the communities served by the institution.

Standard IVB—Board and Administrative Organization
Standard IV: Leadership and Governance

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.7

a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

b. The district/system provides effective services that support the colleges in their missions and functions.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

d. The district/system effectively controls its expenditures.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IVB—Board and Administrative Organization
Policies Referenced in the Standards

1 Policy on Distance Learning, Including Electronically-Mediated Learning

2 Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

3 Policy Statement on Considerations when Closing a Postsecondary Educational Institution

4 Joint Policy Statement on Transfer and Award of Academic Credit

5 Contractual Relationships with Non-Regionally Accredited Organizations

6 The Governing Board

7 Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
ACCJC Standards Glossary

Assessment—
Methods that an institution employs to gather evidence and evaluate quality.

Collegial—
Participative and mutually respectful

Dialogue—
Self-reflective exchanges engaged in by the college community, characterized by a free exchange of ideas without the purpose of defending or deciding on a course of action.

Evidence of Institution and Program Performance—
Quantitative and qualitative data which an institution as a whole uses to determine the extent to which it attains the performance goals it establishes for itself.

Information Competency—
Capability to access, evaluate, and use information in fulfillment of coursework and independent study.

Ongoing—
Addressed regularly as part of the business of the college rather than in response to periodic external requirements.

Qualitative Data
Data relating to, or involving quality or kind, which cannot be represented numerically, such as portfolios of work, narrative description and evaluation of a performance, learner description and analysis of a learning experience.

Quantitative Data —
Data which can be represented numerically

Student Learning Outcomes—
Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

Total Cost of Ownership
In addition to the initial cost of a purchase, all long-term and indirect costs resulting from that purchase.

Standards Glossary
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 is committed to fulfilling the missions delineated in Education Code Section 66010.4. As a primary mission, 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 instruction, support services to help students succeed, and adult noncredit instruction. With 167 instructional programs in the Credit Program and over 700 courses in the Continuing Education Division, the College strives to serve 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
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.

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
Standard I: Institutional Mission and Effectiveness

committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

SBCC 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

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 (IA. 1). 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 our 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, SPARC (Single Parents Arriving Ready for College), and the Transitions Program, summer programs developed by EOPS, are bringing SBCC 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. And the newly certified MESA program is recruiting and
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supporting math, engineering, and science majors, especially those from underserved populations.

Most 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 under-prepared 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-class and outside peer tutors, expansion of the Math Lab and Writing Center, establishment an Academic Achievement Zone for student athletes, and expanded use of online instructional aides. (IA. 2; IA. 3; IA. 4; 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 the Student Support Services (STEP Program - Steps to Employment/Education Process) programs 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 serves as a key contributor to open access for students with diverse backgrounds and those seeking access to higher education. For many of our community, it is the first point of entry into our college.

SELF-EVALUATION
The College is achieving this standard. SBCC regularly surveys its students in the Credit Program, and according to results of the 2008 Student College Experiences Survey, 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. (AI. 10) One such review is the annual evaluation of the Partnership for Student Success. The evaluation report is presented to the Academic Senate and the Board of Trustees, and the report is used by the Partnership leadership to make recommendations or suggest improvements in its programs. (IA. 11; IA. 12; IA. 13)

PLANNING AGENDA
The College will develop and administer a student questionnaire for Continuing Education to determine student satisfaction.
Standard I: Institutional Mission and Effectiveness

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

DESCRIPTIVE SUMMARY
The Board of Trustees approved SBCC’s revised Mission Statement in September 2008. (IA. 14) The College recognized the need to revise the previous statement when developing the current College Plan: 2008-2011. (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 SBCC College Catalog and on SBCC’s 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 is achieving this 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 the resulting 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. (IA. 21)

PLANNING AGENDA
None.

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

DESCRIPTIVE SUMMARY
SBCC’s Mission Statement is reviewed every three years when the College develops its Three Year College 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 current College Plan and Mission Statement are again reviewed at the end of each year. (IA. 21; IA. 22)

SELF-EVALUATION
The College is achieving this standard. This past year, 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 was extremely beneficial extremely. 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. 23; IA. 24; IA. 25)

PLANNING AGENDA
None

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 is achieving this standard. Two important examples serve to underscore SBCC’s commitment to fulfilling its mission. Administration’s discussions with department and program leaders about ways to increase student success, particularly the success of under-prepared students, led to an Academic Senate effort to plan a Student Success Initiative. (IA. 26) The planning process involved faculty, students, administrators, and staff, and the resulting Partnership for Student Success, supported and funded by the College Planning Council, the Board of Trustees, and the Foundation for SBCC, was implemented in Fall 2006. (IA. 2; IA. 3; IA. 4; IA. 5; IA. 6; IA 26; IA. 27) This collaborative effort was recently 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. 28; IA. 29)

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 and approved by the College Planning Council and the Board of Trustees. (IA. 30; IA. 31; IA. 32; IA. 33) This plan became the basis for Measure V, SBCC’s bond measure that was approved by 70% of the voters of Santa Barbara. (IA. 34) 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
No plan is necessary.

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.
Standard I: Institutional Mission and Effectiveness

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 core planning processes. These core 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 core planning processes. These include the following:

Core Area 1: College Mission and Plan
- College Mission Statement (IB.1)
- Measures of Institutional Effectiveness (IB.2)

Core Area 2: Institutional Plans
- College Plan (IB.3; IB.4)
- District Technology Plan (IB.5)
- Long-Range Capital Construction Plan (IB.6; IB.7)

Core Area 3: Student Learning, Achievement and Development
- SLO Implementation Cycle (IB.8)
- Faculty Professional Development Program (IB.9), the Faculty Professional Development Policy (IB.10), the Faculty Professional Development Accountability Reporting Forms and the Annual Flex Time Reports prepared for the Chancellor's Office (IB.11)
- Faculty Evaluations (IB.12 Faculty Evaluation Policy)

Core Area 4: Faculty and Program Evaluations/Improvement Plans
- Program Review Policy and Procedure for Instructional Departments, Student Services, and Operational Units (IB.13 Program Review Policy and the Procedures for Implementation of Program reviews).
- Accountability reports on student attainment of specified outcome measures in the career technical programs target in the institution's Perkins/VTEA plan (IB.16 VTEA Accountability Reports for 2006-07 and IB.17 2007-08)
- Annual assessment of the College's Partnership for Student Success/Basic Skills/ESL initiatives (IB.18 Evaluation of the Partnership for Student Success Initiatives for 2006-07 and IB.19 2007-08)
- Annual reports for categorically funded programs and the Categorical Program Review Self-Study Report (IB.20 Annual Reports for EOPS/CARE, IB.21 DSPS, IB.22 Credit and IB.23 Non-credit Matriculation, IB.24 CalWORKS; IB.25 2008 Categorical Program Review Self-study and Response from the Visitation Team)
- Self-study reports completed for program accreditations (IB.26 Associate Degree Nursing, IB.27 Radiologic and Imaging Technology; IB.28 Automotive Technology and Services, IB.29 School of Culinary Arts and Hotel Management, IB.30 Health Information and Cancer Information Management)
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With the arrival of its 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 with 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 provides the overall framework for the institution’s comprehensive planning process. The goals and the objectives in the College Plan 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 (Institutional Effectiveness Annual Report 2006-07).

College Plan

As previously mentioned in Standard 1B, the College engages in a comprehensive planning process every three years in which new goals and objectives are defined in order to accomplish the mission. The College Plan includes objectives that identify, support, assess, and improve student learning. The goals and measurable objectives in the College Plan: 2008-2011 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 (IB.31, UCSB Economic Forecast Reports, 2007-08 and 2008-09, Institutional Effectiveness Report (1B.2), and Program Reviews)
- ACCJC Accreditation Standards and the Site Visit Team’s evaluation report of the College’s last self-study in 2002
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- Mid-term evaluations conducted in 2006-07 on the degree to which the goals and objectives in the College Plan 2005-2008 were being achieved (mid-term and annual College Plan evaluations for 2006-07)
- Evaluation of the measures of institutional effectiveness (Institutional Effectiveness Annual Report 2006-07, and CPC and Board Study Session agendas and minutes when they were discussed)
- Analysis of the College’s Long-Range Development Plan (LRDP) and the Major Capital Construction and Facilities Maintenance Plan
- The District Technology Plan
- Analysis of the College’s budget (CPC minutes when the College budget for 2008-09 was discussed)

The College’s shared governance constituent 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 shared 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 shared governance structure (Executive Committee, Deans Council, Academic Senate, College Planning Council, Classified Consultation Group, Student Senate and Continuing Education Executive Committee). The College Planning Council serves as the primary shared governance advisory committee to the Superintendent/President for institutional planning, resource allocations, and policy matters.

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

The College Superintendent/President identifies the person(s) who have overall administrative responsibility for the attainment of the specific goals and objectives in the College Plan. Prior to the 2008-11 College Plan, the persons assigned overall responsibility for achieving specific goals and objectives in the College Plan were not required to prepare a written strategic/tactical plan for achieving the outcomes for which they were responsible. For the College Plan: 2008-11, each person assigned overall responsibility for achieving one or more of the goals and objectives will be required to prepare a strategic plan for doing so. These annual tactical plans will be developed by April 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 four 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 (FRC Web site for department SLO plans). 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.
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 a minimum of every four years. Prior to the Spring 2009 Semester, the College was using its own Web-based forms and reports for each of the components of the SLO Implementation Cycle (URL for SLO Web site). In September 2008, the decision was made to begin using the eLumen system for SLO data input and SLO report generation (Description of eLumen). The eLumen product will be used for SLO data entry and report generation beginning in Fall 2009.

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 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 EVPEP, 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 that is being customized to meet the unique requirements of collecting and reporting SLO student performance data, analyzing student performance on student services program SLOs and the ISLOs for which these programs are intended to contribute. 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 shared governance and organizational units for their consideration and use in planning, evaluation and
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improvement. The aggregate results for student performance on the course, program and institutional SLOs (The ISLOs) will be posted on the SLO Plan Web site beginning in July 2009, (http://sloplan.sbcc.edu).

The Institutional SLOs (ISLOs) were approved by the Academic Senate (November 20, 2008 Academic Senate meeting minutes), the Date for the College Planning Council minutes, and the Board of Trustees minutes for January 2008. The Institutional SLOs have been incorporated into the College Mission Statement and College Plan (College Mission Statement and College Plan: 2008-2011). 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: 2008-2011.

As the request of the Superintendent/President, the Academic Senate, with concurrence from the Instructors’ Association, approved modifying the Faculty Job Descriptions and the Faculty Responsibilities Checklists to include the expectation for faculty to participate in implementing the SLO Cycle for their courses and programs (proposed changes to the Contract Instructional and the Educational Support Division Faculty Job Descriptions and Faculty Responsibilities Checklists and those for the Adjunct Faculty Job Descriptions and Faculty Responsibilities checklists). These proposed changes will be submitted to the Board of Trustees for review and approval by April 2009. If approved, these new policies and procedures will be implemented in Fall 2009.

Institutional Operational Program Planning
Program planning is a major component of the process for improving institutional effectiveness. The College’s Program Review Policy was revised in 2007 (Program Review Policy) and again in Fall 2008 (Program Review Policy and Procedure for Instructional Departments and Faculty-led Student Services Departments). The revisions to this policy and procedures for its implementation for Instructional, Faculty-led Student services and Operational Unit Program Reviews were approved by the Board of Trustees in 2008 (Date of Board minutes the policy was approved) to align them with changes in Title 5 requirements and to meet the Accreditation Standards for program reviews. The most recent revisions to the procedures for implementing the program reviews included the forms that require departments to document their goals, objectives, and resource requirements so that they will be aligned with and fully integrated into the College’s revised processes for planning, budgeting, allocating resources, and assessing institutional effectiveness (Templates for Program Reviews). The definition and intent for conducting Program Reviews are specified in the Program Review Policy.

Program Reviews are to be completed every three years corresponding to the development of the institution’s new 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 will be 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 (SBCC Student Services Review Reports; Responses to the Student Services Program Review and Technical Assistance Visit Report, 2008) and required discipline state and national accreditation reports (most recent reports for our Nursing and Automotive Technologies Program and any other ones that we have done).
In response to the reductions in state funding that took place in 2004-05, The College Planning Council endorsed the request from the Superintendent/President to use the Collaborative Planning Process (CPP description and CPP unit report binder) as the basis of the College’s planning and resource allocation processes for 2004-05 and in 2005-06. The CPP called for each instructional and student support program and most of the administrative 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 CPC as part of its planning, budgeting and resource allocation process for each of these years. With the improvement of the state budget for the College (e.g., availability of Partnership for Excellence funds and COLA), the CPP process was discontinued.

In Fall 2008 CPC approved the recommendation from the Superintendent/President to require all of the College’s instructional, faculty-led, 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 Policy. Operational Unit Program Reviews were required to be completed by the end of December 2008. The instructional department and faculty-led student services were required to complete their program reviews by the end of May 2009. Each unit of the College was required to submit its resource requests by the end of December 2008. The completed program reviews will be posted on the College’s Web site (URL for Department Program Reviews and Program Review Binder) as they are completed. The resource requests that were submitted as part of the program reviews are posted on the College’s Web site (URL for Resource requests).

**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 (Measures of Institutional Effectiveness).

An annual review of the progress being made in achieving the measures of institutional effectiveness is conducted by CPC and the Board of Trustees (CPC minutes and Board Study Session minutes when these reviews took place) and is published and distributed to members of the College community (Institutional Effectiveness Annual Report 2006-07). The outcomes of this evaluation are used to inform the College of priorities to improve student learning and the effectiveness of institutional processes.
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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)
- eLumen (for assessing SLOs), which will be implemented in the Fall 2009 Semester
- Student Survey, Workplace Environment Survey, and the Program Review Surveys
- The Supplemental Instruction Records System (SIRS)

Data Provided by State Chancellor’s Office
- Data provided to the College from the state, such as student performance on each of the Accountability Reporting for Community Colleges (ARCC) measures and the Federal Government’s VTEA and now Perkins Act performance data (2007-08 VTEA Annual Report).

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). Table 1 below shows some of the data sources used in the College’s planning and assessment processes.

Table 1. Planning and Assessment Processes and Corresponding Data Sources

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

### 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 (LRDP)
- The Long Range Capital Construction Plan (Long Range Capital Construction Plan)
- The District Technology Plan
- The Transfer Plan (Transfer Plan)
- The SLO Implementation Cycle (SLO Implementation Cycle)
- The Matriculation Plan (Matriculation Plan)
- The Non-credit Matriculation Plan (Non-Credit Matriculation Plan)
- The Partnership for Student Success Plan (Partnership for Student Success Plan)
- The ESL/Basic Skills Initiative Plan (ESL/Basic Skills Initiative Plan)
- The Enrollment Management Plan

The College is in the process of developing its Educational Master Plan. This plan, which will be completed by October 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 and units. Each of these plans includes an evaluation component designed to improve institutional effectiveness.

### Resource Allocation

Prior to 2008-09, the financial resources for accomplishing the goals and objectives in these plans were allocated through several processes. The new planning process, implemented in Fall 2008 requires that all requests for new or reallocated resources be submitted through the program reviews. These requests are reviewed and ranked by the appropriate vice president. The vice presidents' recommendations are then submitted to the Executive Committee for review and recommended ranking. All resource requests included in the program reviews are submitted to the College Planning Council (CPC) for its review. CPC makes recommendations to the College 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 AB1725 Full-time faculty Obligation requirement. The Academic Senate
is the shared governance body that ranks and recommends requests for new and replacement contract faculty to the College Superintendent/President.

Allocations of resources within a department’s or an administrative unit’s existing budget are made by the department chair/program manager in consultation with appropriate faculty, staff and vice president. Department/unit/program 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 support services program are evaluated and ranked by the appropriate committee and are forwarded to the area dean and EVP for approval. The College Superintendent/President recommends the budgets for categorical programs to the Board of Trustees for approval.

1. 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. This dialogue takes place in the development of the College’s Mission Statement (Mission Statement); the College Plan; the Educational Master Plan when it is completed in October 2009; the District Technology Plan; the Long Range Development Plan; the Long Range Capital Construction Plan; the mid-year and annual assessment on the progress made toward achieving College Plan goals and objectives (CPC minutes when the reviews took place); and in the annual Assessment of Institutional Effectiveness (CPC minutes and Board Study Session minutes when the measures of institutional effectiveness were discussed). 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 (Faculty Professional Development Policy and Faculty Resource Center’s URL for reporting Faculty Professional Development Activities).
- Instructional, Faculty-Led Student Services and Operational Unit Program Reviews
- Measures of institutional effectiveness
- The components of the SLO Implementation Cycle
- The Continuing Education Matriculation Plan
- The ESL/Basic Skills Initiative Plan
- The Matriculation Plan
- The Partnership for Student Success Plan

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 (SLO Implementation
Cycle). The components of the SLO Implementation Cycle require each instructional and student services program/unit to do the following: (1) identify SLOs and their measures for assessing their attainment for each course, state approved certificate and degree, and student services program; (2) map the course SLOs to the department’s program SLOs and to the ISLOs; (3) implement SLOs in courses and programs; (4) collect and report data on student attainment of the SLOs; and (5) review the results of student attainment of the course, program, and ISLOs and develop and implement a plan to improve student learning and achievement. 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 (Chronology of the Development and Implementation of SLOs at SBCC: 2004-2008; Minutes of the SLO workshops that were taken by Anita Cole).

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 shared governance groups, governance committees, and organization units 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 Annual Institutional Effectiveness Report (Institutional Effectiveness Annual Report 2006-07) 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 CPC (CPC minutes when this discussion took place), the Board of Trustees (minutes of the Board Study Session where this discussion took place), and the other shared governance 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. In the process of discussing the results of the 2004-05 Institutional Effectiveness Report, CPC, with input from its constituency groups, determined by that the College needed to do a much better job of increasing the success of the high percentage of students who entered the institution in need of Basic Skills and/or ESL instruction. More specifically, too few of these students were progressing through the basic skills and ESL courses into the level of English and/or math courses needed to complete their certificate, degree, and/or transfer objectives. This, in turn, was having an adverse effect on completion rates for courses, certificates, degrees and transfer.

One of the outcomes of the Board of Trustees May 2006 Study Session that was devoted to reviewing the Institutional Effectiveness Report was to direct the College Superintendent/President to develop a plan for increasing the success rates of these students
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(minutes from the May 2006 Board Study Session). The Board of Trustees directed the College Superintendent/President to develop a plan within nine months that included measurable outcomes to evaluate the degree to which the desired improvements in the success rates of students entering the college in need of basic skills and/or ESL were being achieved. The Board of Trustees made the funding of this plan the College’s top budget priority for 2006-07.

The College Superintendent/President directed the EVPEP and the President of the Academic Senate to provide the leadership needed to produce this plan. This led to an extensive dialogue that resulted in the development of the Partnership for Student Success Plan which has been described in a prior section of this Standard. The plan, which contained measurable outcomes, was approved by the Academic Senate (Senate minutes) and ranked by CPC as the top priority for new resource allocations (CPC minutes when ranking of new resource requests for 2005-06 took place).

As part of its resource ranking process, CPC allocated $380,000 of ongoing funds to support the PSS Plan with the understanding that the funding would be subject to a review of the progress made each year in achieving its measurable objectives (CPC minutes when ranking of the 2005-06 new resource requests took place). This recommendation was submitted to the College Superintendent/President and the Board of Trustees for final approval (Board minutes when 2005-06 new resource requests were approved).

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. (PSS Year 1 and Year 2 Evaluation Reports).

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 EVPEP, decided to merge the PSS Plan with the College’s 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 are afforded the opportunity to provide input into components of this plan. The Plan is submitted annually to the Academic Senate for approval and reviewed by CPC and the College Superintendent/President. (Requests for Proposals and minutes from the Academic Senate and CPC on the dates the PSS Plan was approved).

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

Program Reviews
The Instructional and Faculty-Led Student Services 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 Policy was modified in 2002 to include an assessment of the department/unit progress in using SLOs to improve student learning (Program Review Policy). 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 and Spring In-service Days for departments to work on their program review plans and SLOs (Agenda for the Fall, 2008 and Spring 2009 Faculty In-service Days). The Instructional Department and Faculty-led 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 Unit Program Review**

A new Operational Unit Program Review Procedure was implemented in the 2008-09 academic year (Operational Unit Program Review Procedure). 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 Unit Program Reviews are designed to more fully engage all members of the unit in discussions of the unit’s role in improving student learning and its operational processes. A requirement for conducting Operational Unit Program Reviews it that they result in increased dialogue on improving student learning and institutional processes: (1) the unit’s objectives include ones that contribute to those in the College Plan; and (2) data on client satisfaction with the services provided by the unit are used in discussions to improve its performance (Operational Unit Effectiveness Survey, 2009).

All administrative 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. Requests for new resources are to be submitted in October on an annual basis.

**Facilities Plans**

The College’s Long-Range Development Plan (LRDP) and its Long Range Capital Construction Plan (LRCCP) are reviewed and updated on a regular basis by CPC (with input from its constituency groups) and the Board of Trustees on a regular basis (minutes from CPC and Board meetings where these plans have been discussed). The LRDP is the official document that is submitted to the State Public Works Board for review. The LRCCP 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 LRCCP. 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 March 2008 Bond Measure (Minutes from the Academic Senate Student Senate, CPC, Board Study Sessions, and
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Board meetings). The extensive dialogue on identifying the projects to be included in this bond measure resulted in the endorsement of the bond by each of the College’s shared governance bodies (CPC minutes).

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 (Faculty Evaluation Policy and form).

- 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, Senate, and College planning priorities, policies and procedures, particularly those that pertain to the improvement of student learning and institutional processes (Inservice Day agendas for Fall 2007, Spring 2008 and Fall 2008).

- The Faculty Professional Development Policy requires that all full-time contract faculty members participate in 30 hours of approved flex time activities each semester, including the two mandatory all faculty in-service days scheduled the week before the start of the Fall and Spring terms (Faculty Professional Development Policy and IA Contract). 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 (agendas for the required In-service Days).

- The Student College Engagement Experiences Survey is conducted on a periodic basis with the most recent one completed in Spring 2008 (Results of the last two Student Experiences Surveys). Faculty, student support services faculty and staff, the Senior Director of the Office of Institutional Assessment, Research and Planning, the College Superintendent/President, Executive Vice President and Deans Council 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 shared governance groups and other interested governance and organizational units (Academic Senate minutes, CPC minutes, Board Study Session minutes, Continuing Education Executive Council agenda, and Deans Council agenda in February 2009). 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 of study outlines. This requirement fosters dialogue in the
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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 this committee. The Student Services SLO Leadership Group is responsible for reviewing aggregate student performance data on student services department/unit program SLOs and the Institutional SLOs and for recommending strategies to the SLO Coordination Group on strategies that can be taken to improve student learning (composition of the SLO Coordination Group, the Faculty Professional Development Committee, and the Student Services SLO Leadership Group). The SLO Coordinating Group provides direction for the SLO initiative and takes the lead in assessing the degree to which SLOs are achieving their intended purpose to increase student learning. The SLO Coordinating Group identifies recommended strategies to improve the effectiveness of the use of SLOs to promote student learning (Minutes from the meetings of these Coordinating Groups that have taken place in Fall 2008 and Spring 2009 will be provided after each of these groups meet to review SLO performance data). 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, each department is required to use the Curriculum Inventory Checklist to update the status of implementing its SLO Cycle.

- The Continuing Education Division has develop an SLO process that assures that 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 In-service. That year, 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 CE Division SLO team (CE
SLO) began meeting regularly to formulate SLO measures and an implementation and reporting procedure and timeline (CE SLO team meeting notes/SLO Visio/pdf timeline document). These procedures include development of a standardized CE faculty evaluation instrument and process as well as faculty professional development resources (Faculty Evaluation Template, Faculty In-service Documents). In August 2008, the SLO Team was renamed the Continuing Education Curriculum Oversight Committee (COC), and its role was expanded to include oversight of the CE Division program review process. A representative of this committee is appointed by the Vice President of CE to serve as a member of the SLO Coordinating Committee.

- Continuing Education's Curriculum Oversight Committee (CECOC) 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 CECOC is comprised of the Vice President of CE, the Dean for CE, two faculty members appointed by the Vice President of CE, 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 CECOC by the program managers, CE Coordinators and the Dean for CE for review and are placed into the approved Curriculum Advisory Committee (CAC) forms for non-credit classes. Once approved by CECOC, the courses/programs are submitted to CAC for review and approval. The chair of the CECOC is responsible for submitting all approved state-funded courses and programs to the Chancellor's Office for California Community Colleges.

SELF-EVALUATION
The College is achieving this standard. As noted above, dialogue is at the heart of SBCC's plan to improve student learning and institutional processes. Since the last self-study, the College has made substantial progress in focusing 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. 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. (Application for the 2008 Exemplary Program Award; December Letter from the State-wide Academic Senate listing the programs selected for the 2008 Exemplary Program Awards).

This is reflected in the new 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.
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 (Accreditation midterm reports). The number of classified staff that are voting members on CPC has been increased from two 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, CPC, 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 a presentation at each in-service day on steps that can be taken to improve student learning (agenda for each of the past four faculty in-service days). 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 (agendas from In-service days).

The College 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 classified 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 require them to participate in the implementation of SLOs and in program review discussions. 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 schedules. Department chairs have been asked to make arrangements to include adjunct faculty in department discussions. The Program Review Policy for instructional and student services departments requires departments to invite regular classified staff and encourage short-term hourly classified staff to participate in discussions that pertain to SLOs and program reviews.

The objective in the 2005-08 College Plan 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. However, the SBCC Faculty and Staff Organizational Climate Survey, 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 (SBCC Faculty and Staff Organizational Climate Survey). The results and recommendations from this survey are scheduled to be completed by April 2009.

PLANNING AGENDA

- Evaluate the responses to the items in the SBCC Faculty and Staff Organizational Climate Survey that pertain to participation in department, unit, and college planning and institutional processes and determine areas needing improvement (2008-09).

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

DESCRIPTIVE SUMMARY
The measurable objectives for improving institutional effectiveness are established in the three-year college plan (College Plan: 2008-11) and the District Technology Plan (District Technology Plan 2008-09) and are included in the measures of institutional effectiveness (Institutional Effectiveness Annual Report 2006-07). 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 shared governance committees, departments and organizational units. This review and approval process ensures broad-based participation and understanding of the College's goals and objectives for improving institutional effectiveness (CPC and Board Study Session minutes).

The progress toward achieving the goals and objectives in the College Plan are reviewed by the College Planning Council (CPC) half way through the academic year (CPC minutes) and at the end of each year when more complete data are available (CPC minutes). Progress toward achieving the measures of institutional effectiveness is reviewed by CPC at the end of each year (CPC and Board Study Session minutes). The results of these assessments are distributed widely across the College's shared governance committees and its constituency groups. The evaluation of the extent to which the goals and objectives in the College Plan: 2005-2008 was completed in Summer 2007 (Evaluation of the College Plan: 2005-2008). The District Technology Committee reviews progress towards achieving the goals of the District Technology Plan and forwards its analysis to CPC at the end of the academic year.

The facilities-related plans identify the projects, estimated costs, and timelines for their completion (LRDP; Long Range Capital Construction Plan). Progress toward completing the projects in these plans is reviewed by CPC on a regular basis (CPC minutes). Members of CPC 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 (BOT) one or more times per year for their review and analysis (BOT minutes).

In preparation for this self-study, the College enhanced how it documented its goals and objectives in all of its planning documents and integrating them into the College’s planning and resource allocation processes. These enhancements, implemented in the 2008-09, included: (1) introduction of the new Administrative Unit Program Review Policy; (2) modifications to the Department Program Review Policy; (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
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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 (templates for Program Reviews).

These templates, which are incorporated into the program review reports, will be submitted to the appropriate vice presidents for review and analysis and then used by CPC, and the College 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 (URL where The Institutional Effectiveness Report is posted; Institutional Effectiveness Report 2006-07).

As noted in the introduction to Standard IIB, all instructional, faculty-led student services, and operational unit program reviews will be 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 CPC at the end of the academic year.

All instructional departments and student support programs have submitted their plans for completing the SLO Implementation Cycle (SLO Implementation Cycle). These plans are posted on the College’s SLO Web site (SLO Web site URL). 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 (Data Summary Form). An online form has been developed for reporting student performance on course SLOs (SLO Data Submission Form) which are mapped to the program and to the ISLOs. A separate online form has been developed for departments to submit their improvement plans (Department Improvement Plans).

In September 2008 the decision was made to implement the eLumen Collaborative System for data entry and report generation needed for each component of the SLO Implementation Cycle. The decision to use a commercial product rather than a home-grown system was made with full support from the Superintendent/President and in consultation with the Academic Senate, the SLO Coordination Group, the Deans Council, the Vice President for Continuing Education, the Vice President for Information Technologies, and CPC.
SELF-EVALUATION
The College is meeting this 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 will be addressed during the 2008-09 academic year:

1. The goals and measurable objectives in its planning documents have been written as measurable objectives and have been separated from the strategies for their implementation.

2. Document the goals and objectives, strategies for their attainment, and status reports on their achievement in all the College's planning processes (e.g., College Plan, District Technology Plan, department and administrative program reviews, facilities-related plans, the Enrollment Management Plan), and employ uniform templates for each of the College's plans to record and report this information.

3. Produce written plans for existing planning processes for which adequate documentation does not exist (e.g., Enrollment Management Plan, Educational Master Plan).

4. Integrate each component of the institution's planning processes into the College Plan, resource allocation, and improvement processes.

PLANNING AGENDA
1. The Educational Master Plan will be completed by October 2009.

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

DESCRIPTION SUMMARY
As described in the introduction of this section, the College implemented its 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 both the credit and Continuing Education divisions. It contains agreed upon goals and measurable objectives and the timelines for their attainment. The College Superintendent/President assigns the individual(s) responsible for achieving the objectives. A mid-year and end-of-year evaluation is conducted by CPC on the progress being made in reaching the 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.

The Annual Institutional Effectiveness 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 CPC and then the Board of Trustees each fall.

The results of CPC's and the Board of Trustees' analysis of the progress being made in achieving 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 Long Range Capital Construction Plan are reviewed on a regular basis by CPC 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 (Evaluation of the College Plan: 2005-2008). These plans and processes include the District Technology Plan, the Enrollment Management Plan, Program Review plans, the Basic Skills/ESL Plan, the Partnership for Student Success Plan, and the SLO Implementation Cycle Plan. Once developed in October 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 organizational unit are incorporated into each of the institution’s planning and evaluation processes (e.g., the Enrollment Management Plan, District Technology Plan).

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 CPC and then the Board of Trustees for new resource requests (memos to request new resources; planning templates for requesting new resources; Request for New and Replacement Faculty; CPC minutes where when CPP information was used in identifying budget reductions; CPC minutes where resource allocations were ranked). In nearly all instances, 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 Xythos and the Simpler Financial Reporting System. Through the Xythos Digital Locker Suite, Santa Barbara City College provides individual web accessible storage areas for students and faculty to safely access from any Internet location, on or off campus. Within these storage areas, users can create separate folders with unique access rights for their class work, their personal files and
even their own Web sites. Xythos allows administrators to set bandwidth and quota controls for individual directories helping to maximize system performance. Directory service integration and support for common transports encryption methods help ensure content security beyond the firewall and allow direct integration with the College’s Luminis portal. The Simpler 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 District’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 and then the Board of Trustees for approval (Academic Senate minutes where the faculty positions were ranked; Board minutes where new and replacement faculty positions were approved). 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 (Request Form for New and Replacement Faculty Positions). 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 (URL for Department Plans to Complete the SLO Implementation Cycle; 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 (Program Review Policy; proposed changes to the Program Review Policy).

**Self-Evaluation**
The College is achieving this standard. “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 in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluations are based on both quantitative and qualitative data.

While this standard is being achieved, the College determined that it needed to enhance some of its processes for doing so. These changes have been implemented in the 2008-09 academic year. The College has determined that improvements were needed in its decision support systems so that the data used to inform its planning, assessment, and decision making processes are accurate, available, and easily accessible to those that need the information. Continued progress is required to design the reports needed by faculty, department chairs, and program managers for planning and decision-making.

Continued progress also needs to be made in providing faculty, staff, and managers with training required to access the data and reports necessary to identify, assess, and improve the achievement of the goals and objectives for which they are accountable.

During the time period (Fall 2006 to Spring 2008) when the institution had to rely on its outdated student support system due to the aborted process for implementing the Oracle ERP and then the SCT Banner System, it 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 been made and continues to be made in restoring and adding components required for a decision support system. 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 a comprehensive Master Educational Plan by October 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.
PLANNING AGENDA
The following initiatives will be taken during the 2008-09 academic year to enhance the effectiveness of the College’s planning processes described in the self-evaluation section of this standard:

1. Fully implement decision support system to provide users with the information they need to conduct their planning and assessment processes
2. Complete the Enrollment Management Plan by October 2009
3. Complete the Enrollment Management Plan by April 2009
4. Complete Program Reviews for all the institution’s departments/units
5. Evaluate the effectiveness of the first full year of the SLO Implementation Cycle by October 2009
6. Evaluate the College’s new planning and resource allocation process and, where needed, identify modifications needed for its improvement by June 2009

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

DESCRIPTIVE SUMMARY
The planning processes of the College are broad-based and consist of multiple vehicles through which both members of the Credit and Continuing Education Divisions of the College can participate. Committees involved in planning and reviewing the results of the planning processes and in recommending resource allocation include CPC and each of its constituency groups (i.e., Academic Senate, Classified Consultation Council, Student Senate, Executive Committee, Deans Council, and Continuing Education Executive Committee) and 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, Continuing Education Executive Committee, Academic Senate, Matriculation Advisory Committee, Continuing Education Matriculation/Student Success Advisory Committee, DSPS, EOPS/CARE, Partnership for Student Success Steering Committee (ESL/Basic Skills Leadership Team), Faculty Recognition Committee and Sabbatical Leave Committee. These committees, along with Academic Senate, Classified Staff Council, Student Senate and Educational Programs Committees and Sub-Committees and organizational 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.

SBCC is committed to open meetings as a matter of principle as well as state law. Any member of the campus community and public may attend meetings of shared governance and governance committees. Faculty, classified staff, managers and students are represented on each of the College’s shared governance committees (CPC, the Academic Senate, the Classified Consultation Council, and the Student Senate) and on many of their sub-committees and taskforces.
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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 (Academic Senate minutes when resource requests were considered, Academic Senate minutes when new and replacement faculty were ranked, CPC minutes when resource allocations/ranking took place including ones that pertain to facilities-related projects; CPC minutes where the Foundation Fund Raising Priorities were endorsed).

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 (Memos and forms used to invite requests for new resources).

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 or, if it were to take place sooner, the year in which a new three-year College Plan is being developed (Program Review Policy). As a result of the suspension of department program reviews when the College Planning Process (CPP) was introduced, 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 (Program Review Policy). The templates for reporting and updating department plans will be 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 Technologies 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 support and 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 will be measured as part of the program review and college planning processes. Beginning in Fall 2008, data on student achievement of SLOs are made available to departments every semester. 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 recommend strategies for improvement. The data and proposed strategies for improving student learning and achievement are submitted to CPC and, ultimately, the Board of Trustees for review and analysis.

Early in the Fall 2008 semester, the Academic Senate, in consultation with the EVPEP and the Interim Vice President of Continuing Education, developed a new organizational structure to guide, assess, and improve the effectiveness of using SLOs to improve student learning (SLO Coordination Organizational Chart). The organizational structure for SLOs was reviewed by the Academic Senate (Minutes from the Academic Senate meeting where this discussion took place) and then the College Superintendent/President for review and approval. A more complete description of the need for the proposed SLO Organizational Structure is provided in Standard II.A.

A Workplace Environment Survey was distributed to all fulltime and adjunct faculty, permanent and hourly classified staff and managers in November 2008. This survey was designed to assess their satisfaction with working at the College and on the programs and services provided to them to help them perform their jobs effectively (Workplace Environment Survey, 2008). This survey includes questions pertaining to faculty and staff satisfaction with the College planning processes and opportunities available for their participation in these processes. The draft of the report on the results and recommendations of this survey will be completed in February 2009 and sent to CPC for review and analysis. The final report on the findings and recommendations resulting from this survey will be distributed to the members of the College community to use in improving opportunities to more fully engage faculty, classified staff and managers in the planning, assessment, and improvement processes.

**SELF-EVALUATION**

The College is achieving this standard. However, as noted in the previous self-evaluation section, during the 2008-09 academic year the College implemented changes to enhance the effectiveness of its planning processes. The results of the Faculty and Staff Campus Climate Survey 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. This information will be used to improve the effectiveness of the institution's planning processes. The College plans to administer this survey every three years to assess its progress in improving the shortcomings identified.

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 (list of adjunct faculty members who have participated in the formal SLO training sessions). Adjunct faculty members are encouraged to satisfy their Professional Development hour obligation 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 shared 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 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 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 non-voting member of the Board of Trustees. The Student Senate President or his/her designee serves on CPC, the Academic Senate, and additional committees and taskforces. The Student Senate President meets with the College Superintendent/President on a regular basis. The EVP 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
1. The Workplace Environment Survey was administered to all faculty, staff and managers in Fall 2008. The results of this survey will be disseminated to the College’s governance bodies, managers, departments and, organizational units for review and analysis. The results of this study will be used by EC, the vice presidents, CPC, departments, and units of the College to inform plans to improve the effectiveness of the institution’s planning processes. The report detailing the findings, recommendations and proposed plans for improvement will be submitted to CPC and then the Board of Trustees for review and approval.

2. Evaluation of the effectiveness of the Program Reviews, and the planning processes the College implemented in 2008-09 will be completed prior to the self-study team visit in October 2009. The results of these evaluations will be used to improve the effectiveness of the College’s planning processes.

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

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 (ARCC) measures, the status of implementing the projects in the College’s facilities planning documents (LRDP, Measure V Project List, Capital Construction and Major Facilities Improvement Plan), the annual evaluation of the Partnership for Student Success Plan (Annual Evaluation of the Partnership for Student Success), and other assessments of the institution’s effectiveness (e.g., the Student College Experiences Survey) are submitted to the Academic Senate, CPC and the Board of Trustees for review and analysis (Minutes from Academic Senate, CPC and Board). These reports are posted on the College’s Web site (URL for IR) and are distributed to the members of CPC to discuss with members of
their constituency groups. The Annual Institutional Effectiveness Report is distributed to the Board of Trustees, EC, deans and Academic Senate in hard copy and is posted on the College’s Web site (Institutional Effectiveness Annual Report 2006-07; URL Web site where the Institutional Effectiveness Reports are located). 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 and PSS data and the measures of success used in assessing the performance of the Continuing Education Division were added to the 2007-08 Institutional Effectiveness Report.

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 (URL). Meetings to review the results of instructional and student services program reviews are conducted with the department chair/program manager, area dean, and EVPEP. The results of the program reviews are discussed at department meetings. Copies of the program review reports are maintained in the Office of Educational Programs and will be posted on the College Intranet (Program Review Notebook; URL for Program Review reports). 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 Core Planning and Assessment Processes.”

The templates completed as part of the instructional department, student services and administrative unit program reviews and in the plan development process (e.g., District Technology Plan, Enrollment Management Plan) are used to document the goals and measurable objectives in the College’s planning processes. The status of their achievement will be shared with appropriate departments, administrative units, managers, and shared governance committee and organizational structures. These templates will be used to inform planning, assessment, program improvement, and resource allocation processes (Program Review Templates).

SELF-EVALUATION
The College is achieving this standard. Nevertheless, in preparing for this self-study, it has been concluded that improvement is 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 Intranet. The College has selected Xythos as the web-based, file-sharing program to be used by committees and organizational units to post their agendas, planning documents, and related information.

The College has implemented a 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 are available in the Office of Educational Programs (SLO Performance Reports Notebook) and in a central location on the College’s Web site. Performance reports are provided to departments for their review and analysis (URL for SLO Web site). Based on our experiences in using the College’s home-grown system for
supporting its 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. The eLumen system is expected to be implemented in time for faculty and student support staff to input student performance on the SLOs at the end of the Spring 2009 semester for data they collected from their students in this term. The performance data reports generated from the eLumen system will be made available to departments and programs in advance of the Fall 2009 semester to use at their meetings at the Fall 2009 In-Service Day department meetings. The College’s existing SLO data input and report generation program will continue to be used until the eLumen system is implemented. The SLO data stored in the existing home-grown SLO System was imported into the eLumen System prior to the start of the Spring 2009 semester. The eLumen System will generate the SLO student performance reports needed to assess student learning and to inform strategies for improvement.

PLANNING AGENDA
1. The eLumen System will be implemented in Fall 2009. The reports it generates will be used to summarize and report 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.
2. An evaluation of the extent to which eLumen is providing faculty, staff and managers with the SLO performance data reports needed to help inform their discussions for improving student learning and achievement will be conducted in February 2010. 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 program for capturing and reporting the data needed to document and improve student learning.

5. 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 need to be improved.

The College Superintendent/President has provided the leadership for this analysis in consultation with CPC, 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 Self-study Steering Committee will assess and integrate the recommended changes to improve the effectiveness of the College planning and resource allocation processes. CPC is the primary shared governance body that will review and
make recommendations to the College Superintendent/President on the proposed changes to increase the effectiveness of the College’s planning and resource allocation processes. The recommendations will 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 is achieving this 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 and is in the process of identifying the changes that need to be made to enhance their effectiveness. The steps that are being implemented during the 2008-09 academic year to improve the planning process have been articulated in the prior Planning Agenda sections for this standard.

The primary shortcomings of the institution’s prior planning processes 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 their attainment, 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 administrative units; (5) the former department program review procedures did not meet WASC 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 Enrollment Management and the Educational Master Plan; (7) improvements were needed in writing precise 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
1. The College will evaluate the degree to which the changes it made to its planning and resource allocation processes are achieving their intended purposes and make changes, as needed, in Fall 2009.

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

DESCRIPTIVE SUMMARY
The College assesses the effectiveness of its instructional programs, student support services programs, 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 (Program Review Policy 4170). 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) and Financial Aid (Cite Financial Aid Report). 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 (Summary of Student Achievement of 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 they are scheduled to be evaluated. The data provided to departments is accurate.

In Fall 2001, an assessment of the Program Review Policy was conducted by the EVPEP 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 (tracked changes to the Program Review Policy approved by the Board in February 2002). The most significant of these changes was the requirement to document student achievement of course, major, program, and institutional SLOs. The data on student achievement of the specified SLOs will be provided to departments each semester and will be used as part of the program review assessment for departments undergoing program review in 2008-09 and thereafter. Additional changes made to the Program Review Policy included the following requirements: (1) all tenure contract faculty and, for student support programs, all tenure-track faculty and regular staff sign the final report summary verifying that they have read it; (2) the department’s goals and objectives address relevant ones in the College Plan; (3) 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 (4) departments address other high priority areas identified by the College in the year the program review is taking place.

In August 2008, the Superintendent/President discussed with the Academic Senate the guidelines and expectations of ACCJC for program reviews and the changes that would be needed in the College’s Program Review Policy to meet these expectations. The changes to the Program Review Policy 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
Standard I: Institutional Mission and Effectiveness

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 2002-03 and 2003-04 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 student support programs 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 will be used for the program reviews that all departments will complete by the end of the 2008-09 Academic Year.

The new Organizational Unit Program Review Procedures (Organizational Unit Program Review Procedures) that was initiated in Fall 2008 requires the 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 organization units provide 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 this standard. All program reviews will be completed by the end of the Spring 2009 Semester.

The modifications to the existing Program Review Policy 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 Fall 2009 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 Program Review Policy was not followed. To correct this situation, the Academic Senate and the EVPEP, agreed to require all instructional departments and student services to complete their program reviews by the end of the Spring 2009 Semester.

The Program Review process requires departments to evaluate the progress they are making on each component of the SLO Implementation Cycle.

PLANNING AGENDA
1. An evaluation to assess the degree to which the department/program implementation of its SLOs is contributing to the improvement of student learning, will be completed in Spring 2009.
2. An evaluation of the revised planning and program review processes that were implemented in 2008-09 will be completed in Fall 2009.
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 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 111 associate degrees of 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 course offerings are especially designed to address the pressing needs of our local immigrant population. Vis-à-vis vast countywide labor demands, SBCC’s credit and Continuing Education programs offer economic development, on-site workforce training, skills enhancement, job training, and lifelong learning opportunities.

Achieving and maintaining high quality in such diverse courses and programs is a challenge for every community college because of the range of preparedness, diversity of backgrounds, and goals of our students. For this reason, emphasis on student success has always been a major focus of Santa Barbara City College. In 2004, after reviewing data on the preparedness of incoming students in the Institutional Effectiveness Report, the Board of Trustees and the 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 followed resulted in the Student Success Initiative and included a call for proposals from across the disciplines and student support divisions, which result in the Student Success Initiative (IIA.1). In 2006 the Initiative, renamed the Partnership for Student Success, received ongoing support of $380,000 a year for the five key components reflected in Table 1 below (IIA.2). The steering committee presents an annual evaluation to the Board of Trustees (II A.3).
Standard II: Student Learning Programs & Services
A. Instructional Programs

Table 1: Partnership for Student Success Initiative

<table>
<thead>
<tr>
<th>Partnership for Student Success Initiative</th>
<th>Five Key Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway to Student Success Tutoring Program</td>
<td></td>
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<tr>
<td>Athletic Achievement Zone</td>
<td></td>
</tr>
<tr>
<td>Online Instructional Assistants</td>
<td></td>
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<tr>
<td>Expansion of Writing Tutorial Lab</td>
<td></td>
</tr>
<tr>
<td>Expansion of Mathematics Tutorial Lab</td>
<td></td>
</tr>
</tbody>
</table>

Basic skills courses are an important academic service provided by SBCC, particularly because they address the needs of the 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 Division basic skills courses are designed to lead to an Adult High School diploma, 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 unique marine diving technology program which was the recipient of the 1999 state Exemplary Program Award.

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 & 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).
Standard II: Student Learning Programs & Services
A. Instructional Programs

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 an 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 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.84).

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 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 FTEs serving more than 6,800 students in the 2008/09 academic year. The Health Information Technology (HIT) and Cancer Information Management (CIM) online programs have and continue to 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. More than 40,000 individuals participate in courses delivered through the Continuing Education Division. The range of Continuing Education courses addresses lifelong learning as well as short-term occupational 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, English as a Second Language, 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

Santa Barbara City College has been recognized locally, regionally and nationally for the quality of its programs and the faculty who teach in them. Similarly, students and graduates have been recognized for their accomplishments. In addition, the College is proud of its advances in offering programs in emerging fields while simultaneously maintaining high quality programs in traditional academic areas. Since the last self-study SBCC faculty, programs, students have received prestigious state and national awards which attest to the quality and strength of instruction. A sampling of these awards includes:

**Faculty awards:**

- 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 Grover E. Murray Distinguished Educator Award by the American Association of Petroleum Geologists in 2008. 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
- Santa Barbara City College faculty members have received seven Hayward Awards and one Stanback-Strood Diversity Award
Standard II: Student Learning Programs & Services
A. Instructional Programs

Program awards:
- The Gateway to Success Program: The Recognition of Promise Award from the William and Flora Hewlett Foundation, 2008
- The Dual Enrollment Program: The California Campaign for College Opportunity 2008 Practices with Promise (one of 15 awards distributed)
- 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
- Health Information Technology (HIT) Program: the 2006 California Community Colleges’ Technology Focus Award
- Five SBCC programs have received the California Community College system Exemplary Program Award

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)

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

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:
Standard II: Student Learning Programs & Services
   A. Instructional Programs

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

II. 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.

III. 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 2009, the Program Review reports and templates will be used in the College’s planning and budgeting process (IIA.14).

The College’s commitment to the quality and integrity of its courses is also demonstrated by the course approval process undertaken by the faculty via the academic Senate Curriculum Advisory Committee (CAC). The committee, which is comprised of faculty representatives from each academic division, the college articulation officer, a dean liaison and a representative from the Continuation 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; (b) Title 5; (c) local needs and labor-market data; (d) state mandates related to curriculum development; (e) general education requirements; and (f) 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 who oversees Technology. Courses and program recommendations are forwarded to the Board of Trustees for final approval. New Career Technical Education (CTE) degrees, programs and certificates must
Standard II: Student Learning Programs & Services
A. Instructional Programs

also be approved by the South Central Regional Consortium prior to being forwarded to the State System Office. Proposals for new and/or changes in existing degree and certificate programs are submitted to the California Community College System 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 (SoMA) 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 (NSF) 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 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 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.

SELF-EVALUATION
SBCC is meeting this Standard. Changes in the Program Review process implemented in Fall 2008 ensure that planning is more closely aligned with resource allocation and that all programs are reviewed every two years, with templates updated annually.

In 2008 Santa Barbara City College students performed above the peer group average on all seven measures of Accountability Reporting to the Community Colleges (ARCC) data as illustrated in Table 2 below (IIA.15). 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 2. SBCC AARC Rating as Compared to Peer Group Average

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SBCC’s Rate</th>
<th>Peer Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Progress and Achievement Rate</td>
<td>59.4</td>
<td>53.4</td>
</tr>
<tr>
<td>B Percent of Students Who Earned at Least 30 Units</td>
<td>71.4</td>
<td>70.9</td>
</tr>
<tr>
<td>C Persistence Rate</td>
<td>71.6</td>
<td>68.9</td>
</tr>
<tr>
<td>D Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>78.6</td>
<td>74.9</td>
</tr>
<tr>
<td>E Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>62.5</td>
<td>57.2</td>
</tr>
<tr>
<td>F Improvement Rate for Credit Basic Skills Courses</td>
<td>56.6</td>
<td>47.1</td>
</tr>
<tr>
<td>G Improvement Rate for Credit ESL Courses</td>
<td>56.9</td>
<td>39.3</td>
</tr>
</tbody>
</table>
Planning Agenda
No plan is necessary.

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

Descriptive Summary
Santa Barbara City College has developed unique and 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 uniquely 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 the credit (2,206 unduplicated students Summer 2007- Spring 2008) and Continuing Education Divisions (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 program 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, etc. (IIA.16). The College Student Experience 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 3: SBCC Assessment Instruments

<table>
<thead>
<tr>
<th>College Division</th>
<th>Name of Assessment Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education ESL</td>
<td>Combined English Language Skills Assessment (CELSA)</td>
</tr>
<tr>
<td>ESL (credit)</td>
<td>CELSA and writing sample</td>
</tr>
<tr>
<td>Math (credit)</td>
<td>Mathematics Diagnostic Testing Project (MDTP)</td>
</tr>
<tr>
<td>English (credit)</td>
<td>College Tests for English Placement (CTEP) and writing sample</td>
</tr>
</tbody>
</table>

Analysis of Institutional Effectiveness data on student preparedness (2003 to 2007) indicates that students are coming to SBCC underprepared for college-level courses in greater numbers (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 previously), and the Basic Skills Initiative. The most recent Institutional Effectiveness data demonstrate the need for the continuation of the Partnership for Student Success initiatives. For example, in Fall 2007, 32% of incoming students demonstrated eligibility for college-level writing, 28% for college-level reading, and 25% for college-level mathematics (IIA.16).
Standard II: Student Learning Programs & Services
A. Instructional Programs

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 CE Community Advisory Council, relationships with Santa Barbara and Carpinteria K-12 District 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 in many other locations, with 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 CE faculty, advisors and counselors, student evaluations and surveys and the results of program reviews, CE staff adjust the type of offerings, timing and locations on a term-by-term basis (IIA.19). In the basic skills program (ESL, Adult High School/GED, Adult Basic Education, Short-term Vocational) student needs assessment is conducted in more formal ways with all students and teachers negotiating appropriate educational goals for the term with each student (IIA.20).

SELF-EVALUATION
SBCC meets this standard. Because student success is an important campus-wide area of concern, all courses are reviewed and evaluated through 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 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. For example, the Computer Information Systems 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 academic 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 analysis is 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 careful 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.
Standard II: Student Learning Programs & Services
A. Instructional Programs

The College pays particular attention to courses delivered through distance education. In Spring 2007, comparable courses offered face-to-face versus online were 14.4% 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. 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 significant faculty retraining, both in terms of technical preparedness for synchronous and asynchronous pedagogic strategies and communication environments. A number of faculty members currently teaching online have agreed to undertake rigorous training in Moodle in a series of cohorts throughout 2008-09. Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open source course learning management system designed by educators for educators (IIA.23). This training will be both classroom-based, through the Faculty Resource Center (FRC), and online through the @One program (IIA.24). Faculty will simultaneously work with an instructional design team in the FRC to re-design 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 Fall 2009, a new orientation to learning online will be available that will help students self-assess their level or preparation for success in online learning.

A special focus for SBCC in 2008-09 will be its distance education growth. The Dean of Educational Programs: Technology 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 will submit a Substantive Change Proposal Application to the Accrediting Commission for all degree and certificate programs that are available 50% or more online (IIA.25).

The Continuing Education Division has a Citizen’s Advisory Council, which meets at least three times a year to provide the staff with programming recommendations and to serve as a liaison between the program and community. In addition, the CE Program Review Process has ensured a more systematic approach to 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 programming changes such as expanded bi-lingual health offerings and the use of basic skills volunteer tutors have been initiated.
Standard II: Student Learning Programs & Services
A. Instructional Programs

PLANNING AGENDA
No plan is necessary.

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

DESCRIPTIVE SUMMARY
The College 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 have been encouraged to examine courses within their disciplines to determine suitability of offering content in various venues (face-to-face, online, hybrid, short courses, dual enrollment, etc.) 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 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. Santa Barbara City College used Chaffey College’s DLAs as a partial model (IIA.26).
- 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 Math 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.

SBCC has made significant efforts to meet the educational needs of a wide range of students through distance education. Santa Barbara City College offers enhanced student access through time-and-place convenience in 293 unique 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 and often complicated lives. The CE Division reaches out to underserved, under-prepared and at-risk students. Modes of instruction vary depending on the educational needs of the students. For
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instance, at the two CE 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 instruction and demonstrate the College’s commitment to students who are not yet ready or do not qualify for the credit program. Bilingual instructional staff in the labs provide instruction to underserved students. For many students, these neighborhood labs are their only access to technology.

SELF-EVALUATION
Santa Barbara City College meets this standard and recognizes that continual re-evaluation 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, via 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.16).

Evaluation of delivery methods has been conducted on an ongoing basis as evidenced by data reported in the College’s Institutional Effectiveness Reports such as successful Course Completion Rates, Persistence, and Course Completion in Alternative Instruction vs. Traditional Courses. Data collected are 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. Decisions 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. At SBCC, in Spring 2007, the successful completion rate in traditional courses was 70% and 55.6% in online courses. To meet contemporary students at their point-of-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.27). To achieve this, in Spring 2008 faculty in the Committee on Online Instruction voted in favor of phasing out the Blackboard online learning management system by Summer 2009 and adopting Moodle as the single supported system at SBCC. 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 (IIA.28).
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PLANNING AGENDA
Faculty in individual departments will review SLO data comparing students in online sections with those in on campus sections when this data first become available in 2009-10. Improvement plans will be developed based on the data. Faculty on the Committee on Online Instruction, working with the Dean of Educational Programs and the Co-Director of the Faculty Resource Center will also review SLO data and course success rates for online courses in 2010 and make recommendations for improvement where needed.

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
Since the last self-study, the College has made the incorporation 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. 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 SLO Implementation Cycle includes course (SLOs), program (PSLOs) and institutional Student Learning Outcomes (ISLOs). By the end of the 2011-12 academic year, all instructional and student services support programs will have completed each of the four components of the SLO Implementation Cycle for their courses, state-approved certificates and degrees, and student support programs. The four components of the SLO Cycle are: (1) identifying SLOs for each course, state-approved certificate and degree, and student support program; (2) mapping each course SLO to the department’s program SLOs (PSLOs) and to the Institutional SLOs (ISLOs); (3) collecting and reporting data on student achievement of the SLOs; (4) using the data on student achievement of the SLOs to guide the development, implementation and assessment of the plan for improving student learning. All departments, programs, and services must complete this cycle a minimum of once every four 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 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.29). The relationship between course and institutional student learning outcomes (ISLOs) are also documented on this site. The first reports were generated in Fall 2008. The College is currently working with eLumen to add a range of variables to be used in parsing results along different parameters (age, gender, number
of units completed, first language, assessment scores). These reports will be complete structures by Fall 2009 along with the parallel development of online SLO systems for Student Support Programs and Services and Continuing Education.

The Continuing Education (CE) 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 CE Division SLO Team began meeting regularly to formulate SLO measures and develop an implementation and reporting procedure and timeline (IIA.30). 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 (IIA.31). 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

SBCC has met this 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 because the adjunct faculty job description does not require participation. 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 introduction of SLOs has been more recent 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 CE 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, lacking resources for software development and implementation.

PLANNING AGENDA
The College will address the three challenges noted in the Self-Evaluation section above:

- By the end of the Fall 2009 semester an on-line SLO training site for adjunct faculty will be completed. The EVPEP and Superintendent/President have set aside a fund to compensate adjunct faculty who are the sole teachers of courses to develop SLOs.
- The SLO Project Coordinator will work closely with the Student Senate to involve more students in the dialog, the improvement planning process and the evaluation of SLO performance measures.
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- The SLO Coordinating group will be responsible for analyzing data from both instructional and student support SLOs and making recommendations for improvement.
- In 2008-09, the Continuing Education Division will use the Curriculum Oversight Committee (COC) to plan and implement the SLO Cycle for Continuing Education courses.
- Continuing Education directors and deans, in consultation with the CEVP, will implement a consistent faculty evaluation plan by Fall 2009

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

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 is requested, the PDC provides contract education. The International Student Office oversees 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, 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 & Innovation (SPEI) as a hub for entrepreneurial activity (IIA.34). The SPEI 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 CTE 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. The SPEI Program is endowed through a generous donation by Mr. James
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Scheinfield. In addition to credit and non-credit entrepreneurship classes, the SPEI Program plans to host various events, competitions and lecture series. The Scheinfield Program is governed 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 presentation and provide valuable feedback from a community perspective.

SBCC's 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. Because each class is evaluated and reviewed by contract faculty, continuous improvement is achieved.

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 an American 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 is carefully monitored by the International Student Support Program academic counselor and international student advisors (IIA.35).

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 our students and take advantage of international locations. All courses offered abroad follow the Course of Record Outlines approved by the Curriculum Advisory Committee (CAC). 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 CA community colleges. Summer and intersession programs typically provide 6-8 units of study (IIA.36). All 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. In addition, the Program Review Process enables departments to thoroughly assess efficacy of current instruction and allows for updating and revising curriculum. As discussed in the introduction to Standard IIA, the College has become increasingly concerned about student preparedness and student success. In Spring 2004, after analyzing data on student success, the Board of Trustees and 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
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students. The Senate accepted this responsibility and 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 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 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-class and outside peer tutors, expansion of the Math Lab and Writing Center, establishment an Academic Achievement Zone for student athletes, expanded use of online instructional aides, and the MESA Program.

The Senate task force provided an overview of this plan at the Spring 2006 Faculty In-Service and submitted a completed draft to the Senate (IIA.37). The 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 (CPC). CPC made the funding of this initiative a high priority by allocating $380,000 of ongoing funds to support the Partnership (IIA.38). The Board of Trustees gave its approval for ongoing funding at the Board meeting in May 2006 (IIA.39). At the same time, the Foundation expanded its Campaign for Student Success and helped identify donors for certain departmental proposals and proposals that involved one time funding.

With increased System Office oversight and the advent of enhanced funding, all current CE 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 (CAC). The CE 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 evaluation and assessment of program success (IIA.32).

SELF-EVALUATION
The College exceeds 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 very successful in increasing retention and course completion of participating ESL and basic skills students, as demonstrated by the example in Table 4 below (IIA.16).
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Table 4: Successful Course Completion Rates of Students in Basic Skills Gateway Classes and Non-Gateway Sections of the Same Courses

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway</td>
<td>64.1%</td>
<td>65.2%</td>
<td>75.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Non-Gateway</td>
<td>60.9%</td>
<td>58.5%</td>
<td>62.4%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Difference in Success Rates</td>
<td>3.2%</td>
<td>6.7%</td>
<td>13.3%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

The ESL/Basic Skills funds have been used to expand our 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 EVPEP, the Task Force developed an evaluation plan to measure the progress of the PSS. A two-year longitudinal evaluation shows strong 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. A complete report is available for review (IIA.3).

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 (CAC)—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.40). Additional forms are required for online courses; (IIA.41). In Fall 2008 the College Superintendent/President approved a contract CurricUNET. Upon implementation in Spring 2009, new processes will be available to create a more efficient and accessible curriculum process.

- 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 System Office.
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- Faculty evaluation—all credit faculty are evaluated on a timeline established by the
  Academic Polices Committee of the Academic Senate (IIA.42). 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,
  revise or eliminate courses. Every five years the Program Review Process requires
  faculty to examine and update all departmental Course of Record outlines. Through the
  Program Review process, faculty members working with deans and the EVPEP, regularly
  review and evaluate all courses and programs to maintain quality and improve instruction
  (IIA.43).

- Student Learning Outcome (SLO) cycle—the SLO Cycle, described in IIA.1c, 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 for inclusion in all online, hybrid, and technology
  enhanced courses.

SELF-EVALUATION
The College meets this standard. The implementation of the new Program Review Policy in
2008-09 includes a review and update of all Course of Record Outlines.

With the implementation of CurriCUNET in Fall 2009, the curriculum process will become more
efficient and will provide online access to the curriculum process for faculty and staff.

PLANNING AGENDA
No plan is necessary.

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.
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DESCRIPTIVE SUMMARY
Santa Barbara City College’s SLO Project has always been faculty driven. Members of the Academic Senate, senior faculty, and staff were brought together in June 2004 for a workshop offered by a team of SLO trainers from Bakersfield College (IIA. 44). Cohort I received this training and became the first ad hoc work group to develop SLOs. Together the EVPEP, deans, SLO coordinator, institutional researcher, members of the 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 ACCJC’s 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 of 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 EVPEP 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 Research, and members of the Student Senate (IIA.45). This workgroup prepared a draft of Institutional SLOs that was sent to the Senate for review during its 2007 summer session. (IIA.46). A Senate subcommittee took on the task of refining the SLOs and their competencies in the Fall of the same year (IIA.47). The Institutional SLOs (ISLOs) were approved by the Academic Senate (IIA.48), CPC (IIA.49), and the Board of Trustees (IIA.50) 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 Curriculum Advisory Committee reviews 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 policies with respect to allocation of flex credit for SLO activities (IIA.51)
- 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 using SLOs to improve student learning
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- The Continuing Education Division relies heavily 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 CE Division also serves on the SLO Coordinating Group. (IIA.52).

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.53).

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 Directors of Institutional Research, and 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. Recently both programs went through extensive curriculum review in consultation with the program faculty and the faculty coordinator (IIA.54). In the Continuing Education ESL program, seasoned ESL instructors and peer coaches advise the program director in establishing competency levels and certificates II.A.55).

- Faculty expertise is also critical for high quality instruction in distance education courses. The Committee for Online Instruction (COI) meets semi-monthly during the academic year and focuses on continuous improvement in the pedagogical and curricular aspects of distance education. 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
SBCC meets this standard. This 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. As a result of analysis of Spring 2008 SLO data for the Elementary Algebra course, mathematics department faculty determined that students did not meet the standard for quadratic equations. 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 (IIIA.56).

The ISLOs are fully in place and reflect the College’s GE, career/technical, and student support learning outcomes. Their regular assessment guarantees progress toward achieving continuous incremental improvement at the institutional as well as at 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 2008-11 College Plan 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 (grammar, reading and writing) courses.

<table>
<thead>
<tr>
<th>Table 5: ESL Integrated Skills Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations 1: Listening, Speaking, Grammar</td>
</tr>
<tr>
<td>Foundations 1: Reading, Writing, Grammar</td>
</tr>
<tr>
<td>Foundations 2: Listening, Speaking, Grammar</td>
</tr>
<tr>
<td>Foundations 2: Reading, Writing, Grammar</td>
</tr>
<tr>
<td>Writing and Grammar Level 4</td>
</tr>
<tr>
<td>Reading and Writing Level 5</td>
</tr>
</tbody>
</table>

These courses are being taught for the first time in 2008-09. Comparison data will be available for analysis is 2009-10.

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 use the talent of a primarily part time faculty. As the CE Division curriculum moves toward more System Office oversight, it will be critical 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 CE SLO Cycle has been created and progress is being made in the development and tracking of Student Learning Outcomes through the efforts of the CE Curriculum Oversight Committee's SLO Working group. The Division needs to the SLO Cycle for all its courses, starting with the basic skills and short-term vocational courses.

PLANNING AGENDA
The Continuing Education Division Objective 2.5 in the 2008-2011 College plans states that “the 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 2009-2010.” Several strategies have been identified to accomplish this task:

- Expand the role of the Curriculum Oversight Committee, creating a working group of CE administrators and faculty to coordinate and schedule the SLO cycle
- Form faculty committees in each program to develop SLOs and lead training workshops for colleagues
- Work with Continuing Education and District instructional technology departments to create a system for SLO reporting that will interface with the Continuing Education Lumens software

2. c. 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 analysis 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 the implementation of Banner in Fall 2008. Data are not yet available to analyze the effect of global pre-requisite enforcement.

The SBCC 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 2008 SBCC Online College Student Experiences Survey results, which revealed that students desired the integration of rich media into their online
Standard II: Student Learning Programs & Services
A. Instructional Programs

courses, faculty teaching online began a three-year process of course-by-course redesign (IIA.27). By better adapting to the unique toolset offered through the integration of Moodle with third party applications that promise to provide the heretofore missing link in distance education, that of social presence, SBCC will be in a unique position 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 CE Adult High School (AHS), Adult Basic Education 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 CE Student Services Program to provide college and career preparation workshops modeled after the Personal Development courses in the credit division (IIA.57).

Self-Evaluation
SBCC meets this standard. However, Course of Record Outlines had not been regularly and systematically reviewed by all departments. In Fall 2008, the College developed Operational and Instructional Program Review that includes 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 6 below, the Accountability Reporting for Community Colleges (ARCC) data demonstrate the institution’s quality of instruction. SBCC improves across the board on all six measures:

Table 6: SBCC vs. Statewide Performance on ARCC Measures 2007

<table>
<thead>
<tr>
<th>2007 ARCC Measures</th>
<th>SBCC</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress and Achievement (i.e., degree, certificate, transfer)</td>
<td>57.4%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Percent of Students Who Earned at Least 30 Units</td>
<td>69.7%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Persistence Rate (Fall to Fall)</td>
<td>68.5%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>76.8%</td>
<td>76.4%</td>
</tr>
<tr>
<td>Annual Successful Course Completion for Credit Basic Skills Courses</td>
<td>61.8%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Improvement Rate for Credit Basic Skills Courses</td>
<td>57.1%</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

Planning Agenda
No plan is necessary.

2. d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Standard II: Student Learning Programs & Services
A. Instructional Programs

DESCRIPTIVE SUMMARY
To assist students in understanding their own learning styles, the Learning Resource Center has links to assessments online and many faculty members have students identify their learning styles at the beginning of the semester as an assignment (IIA.58). The majority of faculty teaching Personal Development courses include a learning styles assessment in the syllabus.

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.

SBCC provides many resources to support students: 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 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.59). As a result of training, faculty members are encouraged to provide multiple modes of assessing student learning. For example, Fred Marschak, Professor of Astronomy, 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.60). To support the seminars, the 4sbccfaculty Web site offers a wealth of materials written by faculty for faculty. 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.61). Los Medanos faculty 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 didactic 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 1:1 certificated faculty to teaching assistant ratio in the classrooms and learning centers ensures that students are getting the best assistance.
Standard II: Student Learning Programs & Services
A. Instructional Programs

SELF-EVALUATION
SBCC meets this 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 (from 80% to 87%).

With the transition to Moodle and its integration with 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 Fall 2009, an orientation to learning online will be available to assess and instruct prospective students in order increase retention and academic success in their online courses. Also in Fall 2009, course shells will automatically be 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 classroom-based 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 enormous value in this arena, developing processes for incorporating these tools into the standard course design workflow will continue. All technology-enhanced courses taught at SBCC will incorporate delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

PLANNING AGENDA
No plan is necessary.

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 A.1). Additionally, the SLO Cycle affords the opportunity to review achievement of Student Learning Outcomes and to make adjustments in the teaching and
learning process where indicated. For example, an analysis of Math 100 (Elementary Algebra) SLO data from Fall 2008 demonstrates 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 required to demonstrate achievement of the SLO (IIA.56).

Program Reviews along with SLO reports are forwarded to College Planning Council (CPC) to be used in institutional planning. Additional data is gathered during faculty evaluations and from advisory committees that meet regularly for career/technical programs. 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).

The Continuing Education Division 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 CE 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 CE 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 writing of SLOs and implementation of the SLO cycle (IIA.65).

SELF-EVALUATION
SBCC meets this standard. The Program Review Process, which includes a review of curriculum, the SLO Cycle, career technical advisory groups along with regularly scheduled division a department meetings provide ongoing opportunities to review courses and programs and to plan for new programs or course offerings.

PLANNING AGENDA
No plan is necessary.

2. f. 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.
Standard II: Student Learning Programs & Services
A. Instructional Programs

DESCRIPTIVE SUMMARY
Since the last self-study, 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 (CPC), chaired by the Superintendent/President, which reviews and prioritizes all resource requests that come from the Operational and Instructional Program Reviews. Further description of the CPC is in Standard IB and Standard IV.

In 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 producing, assessing, and improving student learning and achievement of specified learning outcomes is reflected in each of the College’s core planning processes. Procedures are in place to assure the systematic evaluation of this effort, including systematic reviews of student achievement of SLOs. Data on student performance on each of the course and 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.29). Copies of the Program Review reports are reviewed and maintained in the Educational Programs Office and are posted on the College Intranet (IIA.65). In addition, there are specific objectives for student learning in the College Plan (IIA.66) with progress included in the measures of institutional effectiveness (IIA.67).

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.29). 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 is being 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 Fall 2009.

The Continuing Education Division Curriculum Oversight Committee (COC) is charged with systematizing CE SLO processes. The members of this committee disseminate information to faculty, call faculty meetings, and oversee SLO implementation on an ongoing basis (IIA.68). The COC makes regular reports to the Vice President of Continuing Education and the CE Executive Committee.

SELF-EVALUATION
SBCC meets this standard. The College’s Program Review Policy was revised in 2002 and again Fall 2008 to align with the changes in Title 5 requirements and to meet the new accreditation standards, particularly those that focus on SLOs and the expectations for program reviews. The completed Program Reviews along with their clear focus on improving student learning are posted on the College’s Web site (IIA.65)
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A. Instructional Programs

All instructional and student support services departments will 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 prior to the self-study team visit in October 2009.

PLANNING AGENDA
The Continuing Education Division COC will oversee and implement the SLO Cycle and CE Program Review Process. An evaluation of the effectiveness of the first full-year of the SLO Implementation Cycle will be completed prior to the self-study team visit in October 2009. By September, 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.

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.69). 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 measure for the course.

The chemistry department administers the American Chemical Society (ACS) standardized exams at the end of Chemistry 155 and 156 (the 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 7.
Standard II: Student Learning Programs & Services
A. Instructional Programs

Table 7: Career Technical Education National Examinations

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

SELF-EVALUATION
SBCC exceeds this standard. Monitoring national standards with validated, unbiased examinations is an essential evaluation of student performance, particularly in career technical programs.

Twelve Assessment Technologies Institute exams, similar to the National Council Licensing Exam (NCLEX), are spaced throughout the ADN and VN 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 faculty members are committed to student access to the MDT program and to student mastery of skills and knowledge for program progression. 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
No plan is necessary.

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

DESCRIPTIVE SUMMARY
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 now course SLOs on 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.72). While SLOs are not synonymous with grades, there is a correlation. In examining the SLO performance data collected during the
Spring 2008 semester, a high degree of correspondence was evident between student achievement of course SLOs and grades.

**SELF-EVALUATION**
SBCC meets this 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**
No plan is necessary.

2. *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 2008-09 College Catalog:
*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 (pp. 14-16).*

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

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.71). 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 COMP Computer Applications
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(IIA.29). 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.

**Self-Evaluation**
The College meets this standard. The implementation of the revised Program Review Process includes a cyclical review of course, program and institutional Student Learning Outcomes.

**Planning Agenda**
No plan is necessary.

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 2008-09 College Catalog clearly states the philosophy of General Education, as developed by the Faculty 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 GE requirements on a periodic basis to ensure currency. New and modified courses are reviewed by faculty on the Curriculum Advisory Committee (CAC) for appropriateness to the general education curriculum. Content and objectives are examined by the CAC when making a general education determination. 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 CAC and is required to review and sign all new course proposal forms. Beginning in Fall 2009 all new course proposals must include an SLO addendum. 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 this standard. The inclusion of SLOs with new course proposals has improved the curriculum review process in relation to general education requirements.

**Planning Agenda**
No plan is necessary.
General education has comprehensive learning outcomes for the students who complete it, including the following:

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 online (IIA.41). 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.

ISLO II. Communication – Students will demonstrate effective communication skills in reading, writing, listening, speaking and communicating in different formats.

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.

ISLO IV. Social, Cultural, Environmental and Aesthetic Perspectives – Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.

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.

ISLO VI. Personal, Academic, and Career Development – Students will be able to assess their own knowledge, skills and abilities; set personal, educational and career goals; work independently and in group settings, and identify lifestyle choices that promote self reliance and physical, mental and social health.
SELF-EVALUATION
SBCC meets this standard. ISLOs have been incorporated into the College’s Mission statement and are closely tied to the GE requirements. ISLO data is currently available and the eLumen system will provide more comprehensive reports in Fall 2009. The Committee on Teaching and Learning (CTL) 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 (CPC).

Spring 2008 ISLO data show that students met or exceeded the standard as demonstrated below (IIA.72):
- 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
No plan is necessary.

3. b. A capability to be a productive individual and lifelong 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, Santa Barbara City College 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 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 are 17 sections being taught by a cross-section of SBCC faculty.

The College’s Mission Statement and GE requirements affirm the goal of developing lifelong learners (IIA.13). The GE requirements and ISLOs focus on 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. Continuing Education and Student Support Programs and Services 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
Standard II: Student Learning Programs & Services
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The major objective is to **cultivate the intellectual processes of learning and to examine methods for acquiring, integrating and applying knowledge.** 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.

Four of the Institutional Learning Outcomes directly address the capability to be a productive individual and life long learner.

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.**

ISLO II. Communication – **Students will demonstrate effective communication skills in reading, writing, listening, speaking and communicating in different formats.**

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.**

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.**

As the College progresses through the SLO Cycle and with CalPASS data, departments, programs, the Committee on Teaching and Learning (CTL) and the College Planning Council (CPC) 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):
- **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) including Information Literary or College Research Skills (IIA.8). Students obtaining an associate degree must complete these general education requirements.
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A. Instructional Programs

SELF-EVALUATION
SBCC meets this standard as demonstrated in the self-evaluation section of A.3.a.

PLANNING AGENDA
No plan is necessary.

3. c. 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 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.

ISLO 4 states that Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.

ISLO 6 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.

The College offers instruction across disciplines that address ethical issues and personal and civic responsibility. Students are required to demonstrate their knowledge of these matters in a number of programs. Knowledge of copyright regulations, college policy, ethical standards, legal rights and consequences is required in many disciplines. 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 leads the development of SBCC’s diversity strategic plan, provides training in diversity awareness, promotes educational initiatives
and projects aimed at intercultural proficiency and respect, ensures access equity, and coordinates multicultural events. Several College events specifically focus on diversity such as the Annual Dorantes Lecture, the Diversity Dialogues Series and the One Planet Faculty Fellows Program (IIA.73).

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

4. 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 a 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 represents a focused study or interdisciplinary core that has been approved by the College's 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.74).

SELF-EVALUATION
SBCC meets the standard. During the Program Review Process, departments review requirements for degree programs.

PLANNING AGENDA
No plan is necessary.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY
At present, student learning outcomes have been identified for career technical education (CTE) 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. 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
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A. Instructional Programs

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.

Yearly, 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 8: Career Technical Education Licensing Exams Success Rates

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

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

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.55). A ServeSafe Food Handlers Certificate and Green Gardener Certificate program, 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. The HCI program has been successfully funded by the California Endowment for a total of $630,000 over the course of five years.
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A. Instructional Programs

SELF-EVALUATION
The College meets the standard. Santa Barbara City College also annually notes the total number of students enrolled in career technical courses, as well as their retention and success levels by academic year. The 2006-07 SBCC Institutional Effectiveness Report published the ARCC data on Measure D which is the Annual Successful Course Completion Rate for Credit Vocational Classes. For SBCC this was 76.8% compared to 76.4% statewide (IIA.16).

PLANNING AGENDA
No plan is necessary.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

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.75). 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 or Degree Audit Reporting System (DARS) (IIA.76).

Programs that have supplemental or special admissions requirements and/or program prerequisite requirements 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 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. 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 publications office ensures that all course descriptions and program requirements are reviewed for completeness and conformity to
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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 Continuing Education Division distributes an “Adult Ed Schedule” for each of its four terms. CE classes are also listed on the SBCC Web site (IIA.11).

SELF-EVALUATION
SBCC meets this standard. Department chairs, counselors and deans review the catalog during the production stage to ensure accuracy. The faculty evaluation process includes a review and critique of course syllabi.

PLANNING AGENDA
No plan is necessary.

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.

Transfer of credit from other accredited collegiate 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 CAC and the Academic Senate. In all cases an opportunity is provided to instructional departments for annual review of all transfer of credit decisions.
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In cases where external coursework is not deemed equivalent to an 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.

Under the direction of the SBCC 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, the University of California and California State University system 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 college’s 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
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A. Instructional Programs

with primary feeder colleges and develop a searchable database in order to assure timely and consistent awarding of transfer credit.

SELF-EVALUATION
SBCC 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 1766 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 (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 math 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.
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PLANNING AGENDA

- By June 2011, the College will develop and implement a plan to certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses when such information is available.
- 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 (OCR) technology to convert hardcopy transcripts to data files and participation in the development of emerging electronic transcript exchange systems.

6. b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

To ensure that students 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 substitution course has been pre-identified by the department. In cases where global substitutions cannot accommodate students’ needs, the department faculty in consultation with academic counselors, assist students with identifying options and petitioning for individual course substitutions and/or course waivers. Every effort is made to identify course substitution options rather than waiving requirements. In cases 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 this standard. In cases where there have been major program revisions, 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

No plan is necessary.
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 SBCC 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 (CAC) actions throughout the year. The Schedule of Classes is available each semester in printed and online versions (IIA.78). 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 of Trustees for approval. Board approved policies are available for reference online (IIA.79).

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

SELF-EVALUATION

While SBCC meets this standard, the College is aware that improvements to the College Web site are needed. The current Web site is not easily searchable, has not been updated consistently, and is not easy to navigate.

The CE Division is in the process of adopting new registration software and scheduling program, Lumens. A Lumens Task Force has been formed and the Lumens Team has conducted workshops regarding the different applications for registration and scheduling as they apply to Continuing Education scenarios (IIA.80).

PLANNING AGENDA

- 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 in Fall 2009.
- As the Winter 2009 term marked the initial Lumens implementation, integrating Lumens student data with Banner will become a subsequent project. The Lumens software implementation will be significant. Although it will be necessary to work with Lumens
Standard II: Student Learning Programs & Services
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and the SBCC Information Technology Department to integrate it into the SCT Banner system, Lumen’s was chosen because of its compatibility with a continuing education programming environment.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

DESCRIPTIVE SUMMARY
Board-approved policy 2520 addresses academic freedom and honesty. It is available on the college Web site as well as in other documents.

Members of the faculty of Santa Barbara City College 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. SBCC faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties (IIA.81).

The College’s Board-adopted “Faculty Freedom of Expression Policy” is contained in the District’s Policies for Certificated Personnel (IIA.81), as well as in the Faculty Handbook (IIA.83).

In addition, the faculty statement on Professional Ethics, negotiated by the SBCC Instructor’s Association and published in the Santa Barbara City College Academic Senate and Instructors’ Association Liaison Agreement, expresses the need to practice intellectual honesty, promote freedom of inquiry, and protect the academic freedom of students.

The “Adherence to Standards” section of the SBCC 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.84).

SELF-EVALUATION
SBCC meets this standard. Efforts are made each semester through to inform new adjunct faculty of Board Policies. Faculty demonstrate professionalism in their classes and diligently enforce the Standards of Student Conduct.

PLANNING AGENDA
No plan is necessary.

7. a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
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DESCRIPTIVE SUMMARY
Santa Barbara Community College District 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.

This information is distributed to faculty in the Faculty Handbook. When appropriate, the College sends faculty reminders regarding the need to distinguish between personal conviction and professionally accepted views. For example, during the recent presidential campaign, the Vice President for Human Resources and Legal Affairs sent an e-mail to all faculty members clarifying this point (IIA.85).

SELF-EVALUATION
SBCC meets this standard. Faculty demonstrate professionalism and comply with Board policy in this regard.

PLANNING AGENDA
No plan is necessary.

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

DESCRIPTIVE SUMMARY
Santa Barbara City College Board Policy 3231 details student conduct including academic honesty. 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 (IIA.88).

A copy of the Standards of Student Conduct 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.
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SELF-EVALUATION
SBCC meets this 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 tools such as TurnItIn, are effective in ensuring academic honesty.

PLANNING AGENDA
No plan is necessary.

7. c. 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.

Santa Barbara City College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or seek to instill specific beliefs.

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

Not applicable.
REFERENCES

IIA.1 Building Communities: Planning the Student Success Initiative pdf
IIA.2 Partnership for Success at SBCC pdf
IIA.3 Partnership for Student Success Evaluation Year Two pdf
IIA.4 PDC brochure pdf
IIA.5 2007-08 PDC Operational Program Review
IIA.6 2008-09 Fall and Spring Dual Enrollment
IIA.7 SB70 ExploreIT! Grant proposal
IIA.8 Concurrent Courses: Pathways to College and Career Proposal
IIA.9 http://www.sbcc.edu/middlecollege
IIA.10 http://online.sbcc.edu/index.php?page=courses
IIA.11 http://sbcc.augusoft.net/index.cfm?fuseaction=1010
IIA.12 An Afternoon with Dr. Belcher and Dr. Matsuoka pdf
IIA.13 2008-09 SBCC College Catalog
IIA.14 SBCC Board Policies 4174 and 4175
IIA.15 2007-08 SBCC ARCC Report
IIA.16 2006-07 Institutional Effectiveness Report
IIA.17 2008 Student Satisfaction Survey
IIA.18 Continuing Education Pedotti Jail Pilot Program Proposal
IIA.19 Continuing Education Program Review History
IIA.20 Continuing Education Basic Skills Assessment Tools document
IIA.21 2008-09 CIS Department Program Review
IIA.22 2008-09 Mathematics Department Program Review
IIA.23 http://moodle.org/
IIA.24 http://frc.sbcc.edu/?page_id=18
IIA.25 Course Mapping Results for Use in Determining Substantive Change Requirements
IIA.26 Developing a Strategic Growth Plan for Distance Education at SBCC
IIA.27 2008 Online College Student Experiences Survey and Results
IIA.28 Committee on Online Instruction Minutes
IIA.29 http://slo.sbcc.edu
IIA.30 Continuing Education SLO Team meeting notes. January 16, 2008
IIA.31 Continuing Education SLO Visio/pdf timeline document
IIA.32 Continuing Education Curriculum Oversight Committee Implementation timeline
IIA.33 Continuing Education Faculty Evaluation Working Group Minutes, January 8, 2009
IIA.34 Scheinfeld Program for Entrepreneurship and Innovation brochure
IIA.35 http://www.sbcc.edu/international/flashsite/
IIA.36 http://www.sbcc.edu/studyabroad/Web site/
IIA.37 http://www.sbcc.edu/studentsuccessinitiative.pdf/
IIA.38 CPC Minutes (need date)
IIA.39 Board of Trustees Minutes May 2006
IIA.40 http://frc.sbcc.edu/cac
IIA.41 http://curr.sbcc.net
IIA.42 SBCC Board Policy 2100
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IIA.43 SBCC Program Review Process document
IIA.44 June 2004 SLO Workshop Agenda
IIA.45 Spring 2007 ISLO Workgroup Agenda and Minutes
IIA.46 Summer 2007 Academic Senate Minutes, July 18, 2007
IIA.47 Fall 2007 Academic Senate Agenda and Minutes, Oct., 27, 2007
IIA.48 Academic Senate Minutes, November 20, 2007
IIA.49 College Planning Council Minutes, November 20, 2007
IIA.50 SBCC Board Minutes, January 2008
IIA.51 Faculty Professional Development Committee Minutes (need dates)
IIA.52 Continuing Education Curriculum Oversight Committee Membership List and Lead Faculty List
IIA.54 Continuing Education Personal Care Attendant Minutes, 12/2/08 and Health Care Interpreter Advisory Committee Minutes; 1/22, 3/18, 5/20, 12/29/08
IIA.55 Continuing Education ESL Mentor Program Guidelines
IIA.56 2008 Mathematics Department Student Learning Outcome Assessment Plan
IIA.57 Continuing Education Student Services/Adult High School Working Group Minutes
IIA.58 http://www.sbcc.edu/learningresources/Web site/Resources/ttools.htm
IIA.59 http://www.sbcc.edu/frc/
IIA.60 2008-09 Faculty Teaching and Learning Seminar Newsletter
IIA.61 Mathematics Department Spring 2008 SLO Workshop
IIA.62 Drafting Department Advisory Committee Minutes, May 4, 2007
IIA.63 Automotive Department Perkins Proposal 2008-09
IIA.64 Continuing Education Adult High School/GED/SLO Inservice Training Agenda 09/26/08
IIA.65 http://proreviews.sbcc.net
IIA.66 2008-11 SBCC College Plan
IIA.67 2008-09 SBCC Institutional Effectiveness Report
IIA.68 Continuing Education Curriculum Oversight Committee Minutes 2008-09
IIA.69 ESL Department Norming Guidelines document; English Department Guidelines
IIA.70 http://slo.sbcc.edu/?page_id=109
IIA.71 Radiology Department SLOs; Radiology Department Certification Standards
IIA.72 Spring 2008 ISLO data report
IIA.73 SBCC Diversity Dialogue Brochure 2007-08
IIA.74 http://www.sbcc.edu/apply/files/aa_as/biology.pdf
IIA.75 http://www.sbcc.edu/apply/index.php?sec=22
IIA.76 http://www.sbcc.edu/dars/index.php?sec=92
IIA.77 http://www.sbcc.edu/classes/index.php?sec=29
IIA.78 http://eecs.sbcc.edu
IIA.80 Continuing Education Lumens Team documents
IIA.81 http://sbbcc.edu/policies/index.php?sec=1421
IIA.82 District Policies for Certificated Personnel
IIA.83 http://www.sbcc.edu/academicsenate/; http://ia.sbcc.edu/iasenateliaison.php
IIA.85 Ehrlich e-mail dated October 16, 2008
B. 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.

Santa Barbara City College (SBCC) designs student support services to reflect and address the needs of the diverse population that SBCC recruits and admits. To assure the range of support that diverse students need to benefit from college programs, SBCC provides a variety of student services. In response to the needs of a diverse student population, the credit and Continuing Education (CE) student support services are different in structure and variety as explained below. In order to inform the community about each student support services program, the College Web site (IIB.1), the College credit catalog (IIB.2), CE combined catalog/schedule (IIB.3) and program brochures (IIB.4) contain detailed program information. A general overview of demographic information regarding student diversity is available in the Institutional Effectiveness Report (IIB.5).

Because SBCC is an open enrollment institution and to ensure that diverse students can benefit from SBCC programs, we do not have a “one size fits all” program. The College offers a wide range of student support services that reflect the College’s responsibility to serve a diverse population. The College mission statement reflects SBCC’s commitment to serve “all segments of its diverse community” (IIB.6).

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

- **Academic Counseling Center** supports students with academic planning and achievement of 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.
- **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.
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B. Student Support Services

- **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 off-campus housing.
- **Intramural 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** supports students with adjusting to the psychological and emotional demands of college.
- **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.
- **Campus Diversity Office** supports students in understanding and appreciating diversity.
- **College Achievement Program (CAP)** provides educational tutoring and advising for underprepared students.
- **Cooperative Agencies Resources for Education (CARE)** program provides child care and 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 students.
- **Project HOPE, Helping Others through Peer Education**, supports student education regarding alcohol, drugs, HIV/AIDS and other health related issues.
Standard II: Student Learning Programs & Services
B. Student Support Services

- **Honors and Phi Theta Kappa Programs** support academic achievement.
- **International Student Support Program** provides service 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 undecided, undeclared, who are experiencing academic or personal difficulty or who are placed on probation or disqualification.
- **Mathematics, Engineering, Science, Achievement (MESA)** program is designed to encourage 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.
- **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, including the current Iraq and Afghanistan returnees.

The majority of these varied student support services in the credit program are organized under one integrated Educational Programs division. This is an administrative structure that incorporates instruction, instructional support and student support services under the leadership of the Executive Vice President, Educational Programs. The resulting cross-functional structure of college-wide discussions assures that the culture has incorporated the importance of student support for access, progress, learning and success. The coordination of student support services and instruction in one division assures that student services support learning. The credit Educational Programs Organizational Chart provides a graphical representation of this structure (IIB.7). This integration of student support services and instruction in a unified Educational Programs Division is a conscious decision to increase collaboration. All student support services and instructional support programs are intentionally committed to cross-functional collaboration and integration of student support services with instruction and instructional support services. All discussions bring to the table classroom instructors and service providers. Cross functional discussions and learning communities such as the Gateway program, matriculation or the DSPS-Math department collaboration assure a close link between the classroom and support services. Most deans are responsible for both instructional and service departments and, if not, they are engaged in ongoing discussion 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, Basic Skills Initiative, Planning and Resources Committee, and Academic Policies Committee.

CE student services support students in CE programs such as English as a Second Language (ESL), Adult High School (AHS), Adult Basic Education (ABE), GED, Bilingual GED, and short-term vocational training. The following list gives examples of these CE student support services.
Standard II: Student Learning Programs & Services
B. Student Support Services

- Admission services assist students seeking to enter CE courses.
- Advising and Counseling services are available for prospective and enrolled CE students.
- Assessment services determine placement level for CE 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 CE students from CE courses to credit courses.
- Commencement Ceremony is coordinated annually for Adult High School and GED students.
- Community Referrals are made to government agencies and local nonprofits for CE students.
- Financial Aid Workshops help CE students identify funding sources to attend college and how to find funding sources to attend college.
- Follow up services such as supportive phone calls, e-mails, or letters serve as early alert mechanism 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 CE programs, targeting at-risk, nontraditional students who might benefit from CE courses.
- Pedotti Jail Program provides academic advising and follow up to inmates in the Santa Barbara County Jail.
- Referral to DPS provides a process for CE students requesting an accommodation for disability.
- Student Record Maintenance services provide electronic and paper copies of student records such as grades, student education plans, transcripts, transcript evaluations for AHS, notes from advisement sessions.
- Student Services Newsletter is printed quarterly to inform the rest of the College about support services for CE students.
- Tours of the Credit Campus for CE students are provided in partnership with the credit campus Outreach and Recruitment office.
- Transcript Evaluation services provide evaluation of transcripts for students enrolling in the Adult High School program.

The CE organizational chart (IIB.8) presents the structure of CE student support services under the leadership of the CE Vice President. Support services became available to CE students in 1998 under the umbrella of the “Step Towards Education Program. Step Towards 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 services. This change in name reflects additional CE services available to CE students since 2007 (IIB.9), listed on the College Web site (IIB.1), in the CE class schedule (IIB.3) and in the CE student services brochure (IIB.10). These additional services include ESL assessment, ESL orientation, Pedotti Jail Program (IIB.11), admissions assistance, follow-up and outreach services. CE
collaboration with credit services has increased through committee membership. The CE 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. CE has two student service offices, one at the Wake Center in Goleta and the other at the Schott Center in Santa Barbara.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY
In order to assure that the wide range of credit and CE student services maintain quality improvement and support student learning, student support service departments are engaged in three key processes: Student Learning Outcome (SLO) cycle, Program Review cycle and research for program planning. These three processes provide the vehicle for college-wide decisions about how student access, progress, learning and success are consistently supported.

- All College credit and CE student support service programs have participated in the development of SLOs (IIB.12), and ISLOs, Institutional Student Learning Outcomes, (IIB.13). Since 2006, SBCC student services departments have engaged in a comprehensive, college-wide process to develop SLOs and SLO assessment as a means of determining the effectiveness of SBCC's educational support programs and services. SLO development is one example of the increasing collaboration between credit and CE student support services. The SLO development process began with a Student Services SLO team which included representatives from ten service departments. Currently, representatives from student support services participate on the SBCC SLO Steering Committee and serve on the Student Support Programs and Services SLO Coordination Group. 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 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 have held numerous department meetings or advisory meetings regarding SLOs. Each student support service program will implement the four components of the implementation cycle by June 2012 which includes identification of SLOs, mapping SLOs to ISLOs, reporting data on SLO achievement and using the SLO data to improve the quality of student service programs and assure they support student learning.

- Program Review is the second process to assure quality of services and assure all College student services support student learning. Each of the departments in student support services has either gone through a Program Review and planning cycle or is scheduled to do so by June 2009. Program Reviews (IIB.14) are completed every two years, updating the goals, objectives, resource requests and status for achieving its objectives for each
student support service. Future Program Reviews will comply with revised Board-adopted Program Review standards.

- Research and evaluation required for program planning is the third process to assure quality of services and assure all student services support student learning. The process for research, evaluation and continuous quality improvement is described in detail in IIB.3a later in this document.

SLOs, Program Review, 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. SLOs, Program Review, research and planning address quality improvement not only for local outreach services but also for outreach to prospective students around the nation and internationally.

The diverse population of SBCC students presents a range of skills and backgrounds. The College strives to balance the responsibility to its mission of admitting a diverse population with its responsibility to ensure that all admitted students are able to benefit from its programs. To this end the College’s credit admission policies and procedures provide a comprehensive assessment program in English, math, English as a Second Language, Career Assessment and a student needs assessment to identify specific student service needs. 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 Matriculation plan (IIB.15), 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 DSPS, EOPS, and ISSP 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 of 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 and ability to benefit.

SELF-EVALUATION
SBCC is achieving this 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 CE programs. Achieving this standard is further validated by the comprehensive student services Categorical Programs Self-Evaluation completed in Fall 2007 (IIB.16) and a Student Services Program Review and Technical Assistance Site Visit conducted in Spring 2008 by a panel of peers from other colleges (IIB.17). The categorical Program Review site visit report, for Non-credit Matriculation, Credit Matriculation, EOPS, DSPS, and CalWORKS, highlighted four key areas of success.

- First, the leadership and organizational structure that integrates support services with instruction and instructional support services operates very well at SBCC.
Standard II: Student Learning Programs & Services

B. Student Support Services

- Second, student support services emphasize student success and the continuing effort to assist students at the level of their need.
- Third, student support services are comprehensive.
- Fourth, 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 CE student services matriculation program stating “it can be considered an exemplary program.”

This self-evaluation and site team report also identified opportunities for improvement such as in the areas of data collection, student learning outcomes, Program Review and physical access. Credit and CE categorically-funded student support service departments have not yet developed and implemented a plan for responding to each of the categorical site visits recommendations. The college is in the process of addressing college-identified and site-team recommendations. For example, the categorical program self-study determined that Management Information System (MIS) data being submitted to the Chancellor's Office was suspect and that there was not a good process for validating the relationship between data collection and data reporting. As a result, each categorical program is reviewing and validating data collection and data reporting processes in collaboration with information technology services and the Office of Institutional Assessment, Research and Planning prior to the data being submitted to the California Community College Chancellor's Office.

All student services programs have identified SLOs and will have begun collecting student learning outcomes data by December 2008. However, a process for student support services data collection is not yet established. The student service department staff are not yet trained on the new eLumen SLO reporting and tracking software.

All credit and CE student support services have completed Program Reviews. However not all departments have completed Program Reviews that reflect the revised Board-adopted Program Review standards.

Student support services collect data and complete assessment and research. However, these programs do not yet have a plan for comprehensive collection of data. Effective access to reports is needed to evaluate the effectiveness of credit and CE student support services programs. While CE data collection at the time of the self-study is limited, CE data collection is expected to be significantly enhanced with the introduction of a new student information and online registration system, Lumens. In addition, CE needs new technology applications such as SARS and the new eLumen system in order to facilitate data tracking and reporting for CE student support services. SARS will facilitate tracking and reporting data such as the number of students who receive assessment, orientation, advisement, counseling and follow-up services. New systems will allow CE to track and report CE SLOs for assessment, orientation, follow-up and advisement services and CE MIS data.
Standard II: Student Learning Programs & Services
B. Student Support Services

One recurring challenge for the College is the need for space. Existing programs and staff are expanding to meet increasing enrollment demands. While the addition of temporary buildings has provided some relief on a short-term basis, there is a need for a long-term strategy to provide either additional on-campus space for growing student support programs or to provide alternative service delivery methods which involve use of off-campus space, telecommuting and new technologies.

SBCC is experiencing a steady increase in overall enrollment. There is a steady growth of online students. Special populations have experienced significant growth such as international students and disabled students. This enrollment growth has added additional workload to already limited resources and has diminished the capacity to effectively address student support service needs. New technologies such as Pipeline, DARS, online registration and the SCT Banner student information system have changed the nature and flow of student services but have not decreased the amount of contact or student demand for student services. The College’s processes for allocating financial resources have not adequately addressed the impact of enrollment growth. Budget expenditure practices, such as hiring freezes or reductions in hourly classified staff and student workers, do not ensure quality, equitable access and reliability of services to all of its students. Marketing efforts have increased and class sections have been added. However, corresponding staffing and technologies to ensure the quality, accessibility and reliability of student support services have not kept up with student growth. For example there is currently no funding for CE student support services outreach and marketing staff.

PLANNING AGENDA

- All credit and CE categorically-funded student support service departments will develop and implement a plan for responding to each of the categorical site visits recommendations by June 2010.

- All credit and CE student support service departments will complete training on the new eLumen SLO software by December 2009 and will complete the SLO cycle by June 2012.

- All credit and CE student support services programs will complete Program Reviews that comply with revised Board-adopted Program Review standards by June 2011.

- By June 2010 CE and credit student support services departments will develop and implement a plan that will provide for comprehensive collection and access to data needed to evaluate the effectiveness of student support services programs.

- By June 2011 student support service deans and department chairs will develop a tactical and strategic plan to address space needs for existing programs and staff, including new space needs required as programs are expanded or added in response to changing student needs and enrollment growth.
Standard II: Student Learning Programs & Services

B. Student Support Services

- By December 2010 the Enrollment Management Committee will develop a credit and CE enrollment management plan that includes providing adequate staffing and technology resources commensurate with growth and/or decline and which addresses the needs of changing student demographics.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

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

(Please note: following IIB.2.d, there is one self-evaluation and one planning agenda written to collectively address IIB.2.a., b. c., and d.)

Descriptive Summary

The College has two catalogs, one for credit and one for Continuing Education. The credit catalog (IIB.2) 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 the Director 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 credit campus schedule of classes is mailed to every resident of the community.

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
Standard II: Student Learning Programs & Services

B. Student Support Services

- Academic Freedom Statement: pages 47-52
- Available Student Financial Aid: pages 29-32
- Available Learning Resources: 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 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.

CE produces a combined printed and online catalog/schedule (IIB.3) four times a year. Prior to the publication of the schedule, there are several rounds of proofing, where drafts get 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 CE campuses, and 48,000 copies are distributed quarterly through the local newspaper and are also available at 137 locations in the community.

The CE 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 CE 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.

2. b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
DESRIPTIVE SUMMARY
The College includes requirements in the 2008-09 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 2008-09 credit catalog 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

CE publishes requirements regarding admissions, student fees and programs on the following pages of the Winter 2009 CE catalog/schedule:

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

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

DESRIPTIVE SUMMARY
Major SBCC policies apply not only to credit students but also to CE 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 2008-09 credit catalog 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
Standard II: Student Learning Programs & Services
B. Student Support Services

- The Refund of Fees Policy: page 28

Information about major policies is also published in the CE catalog/schedule of classes. In the Winter 2009 CE catalog/schedule of classes 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

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

DESCRIPTIVE SUMMARY
Hard copy policy books are available in the offices of the President, Executive Vice President, Educational Programs, CE Vice President and Human Resources/Legal Affairs (IIB.20).

Other College policies that apply to CE and credit programs such as parking and traffic or smoke-free workplace policy are posted in the credit catalog and the CE catalog/schedule or on the College Web site (II.21). Policies that apply to the credit program such as progress probation and progress dismissal are posted in the credit catalog and schedule of classes and on the Web site (II.B.22). Selected policies are printed in the SBCC Planner distributed by EOPS (IIB.23). Several policies are referenced during parent and student orientations.

SELF-EVALUATION
SBCC is achieving this standard, IIB.2 a, b, c, and d. The College provides two comprehensive catalogs, CE and credit, and other publications with policies published or summarized. However, Board policies are not all centralized and not all policies are easily accessible by constituents. Policies are published in multiple areas under the purview of multiple organizational units. Different versions of policies are posted in various locations especially on the Web site. In the catalog, the Web site and other hard copy documents, Board policies are not always clearly differentiated from administrative procedures. In some cases revised administrative procedures have not concurrently accompanied the revision of policies. In many cases policies refer to administrative procedures which have not yet been developed or are not readily available. Some policies printed in the catalog and schedule of classes have been redacted or summarized and access to the full policy document is not always readily available. Policies and administrative procedures are in the process of being differentiated and as needed administrative procedures are being developed and more clearly associated with Board policies. The Office of Human Resources and Legal Affairs is in the process of updating the numbering and formatting of Board policies and is in the process of posting all policies in one location on the SBCC Web site.
PLANNING AGENDA

- By December 2009, the College Board Policies and Procedures committee (BPAP) will post all policies and procedures to the Web site, accessible from a common Webpage. All electronic access to College policies will be derived from a common source and multiple versions will be eliminated. Responsibility for maintaining the currency of all policies will be assigned.

- By December 2009, BPAP will make available online all administrative procedures applicable to students, faculty and staff with appropriate references to associated district policies where appropriate. Administrative procedures and policies applicable to specific departments will be posted to or accessible through department Web sites.

- By June 2010, BPAP will differentiate College Board policies and administrative procedures in all publications.

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 CE student services divisions are engaged in 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. Student support services collect student data primarily via the College portal, Pipeline, and the CE information system, Lumens. In addition to direct data collection into various applications including the SCT Banner System, Student Accountability Record System (SARS) or eLumen, student service departments utilize manual student surveys or online surveys such as Survey Monkey.

Student support services generate reports utilizing tools such as Argos, or request reports 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 are as follows:

- Master Information System (MIS) Chancellor’s Office data elements
- Student demographics
- Student persistence and retention
- Certificate and degree completion rates
- Transfer goals
- Student service utilization
- Student learning outcomes
- Student satisfaction
- Assessment results of math, English and ESL placement
- Institutional effectiveness
CE and credit student support services are actively engaged in the analysis of these reports. The staff and faculty in these departments participate in activities and professional dialogue such as those listed below, in order to determine emerging trends and make improvements in service delivery:

- Department meetings
- Planning workshops
- Professional consultation
- Advisory committee meetings
- Academic Senate meetings
- Matriculation Committee meetings
- Enrollment Management Committee meetings
- Committee on Teaching and Learning meetings
- Committee for Online Instruction meetings
- Non-Credit Matriculation Committee
- The CE Student Success Committee
- Adult High School and Student Services working group
- Faculty and Staff Professional Development activities such as conferences, journals, articles, sabbaticals reports, literature review, inservice work shops and regional and state meetings
- Comparison with data sources from outside the College such as the Accountability Reporting for 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 and ranges from faculty and staff professional exchange to student self-assessment. SBCC qualitative research and quality improvement is integral to processes such as the following:

- Student Learning Outcomes
- Program Review
- Categorical Program Review
- Student support service department plans
- Enrollment Management Plan
- Matriculation Plan
- Transfer Plan
- Online web-based early alert system

Research also involves collaboration to assure conformity to professional and legislated standards. Ongoing professional collaboration and dialogue takes place in meetings in departments, divisions and with administration, in cooperation with state and national experts and advisors to assure compliance with regulations such as the following:
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B. Student Support Services

- Title 5 of the California Education Code or state and federal laws and guidelines that apply to programs such as Financial Aid
- Standards of Practice for California Community Colleges Counseling Programs
- California Community Colleges Chancellor's Office regulations and standards applicable to categorical programs such as DSPS, EOPS and Matriculation
- Americans with Disabilities Act and sections 504 and 508 of the Rehabilitation Act
- US Immigration law, 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 meeting with Veterans Administration counselors, DSPS staff meetings with Department of Rehabilitation counselors or CE student service staff meetings with Santa Barbara County Jail staff.

Research to determine student needs also includes the college-wide SBCC Student College Experiences Survey (IIB.24) conducted every three years which assesses the following:
(Notes: This survey has never been done for CE, although it has been planned for Winter 2009)

- student satisfaction
- reason for attending SBCC
- commuting distance
- diversity
- sources of income for college expenses
- access to technology
- public sources of information
- estimates of needs along a number of developmental and learning dimensions
- satisfaction with various college services
- levels of involvement in class and extracurricular activities
- perceptions of the college environment
- obstacles in achieving student educational goals
- online forms for requesting assistance

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 Trac systems and 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 evaluation process is built into the following credit curricula in order for students to determine their needs for services and demonstrate whether or not the institution is meeting their needs:
Standard II: Student Learning Programs & Services

B. Student Support Services

- Personal Development, PD 020B
- Strategies for Student Success, PD 100
- College Success, PD 107
- Success Strategies: Single Parent, PD 140
- College Success in Health Occupations, PD 145

Finally, each student support service department is engaged in 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 SLO assessment plus department specific assessment such as the following:

- 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 about student use and misuse of alcohol drugs and sexual activities.
- DSPS provides learning disabilities assessment which is extensive psycho-educational testing analyzing student academic strengths, limitations and needs for support services.
- 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 Orientation program conducts student and parent orientation evaluations.
- The EOPS and Athletics departments conduct an early alert system each semester to determine the need for student support services.

Self-Evaluation

SBCC is achieving this standard. The College utilizes a variety of research and assessment to identify student support needs and provide student support services. However, student support service departments do not yet have a coordinated research agenda. Not only are there insufficient College research personnel, but also student service staff are not yet all trained on how to collect or extract data using tools such as Argos or eLumen.

Planning Agenda

- All student support service departments will complete training on eLumen, Argos and other tools used for data collection and extraction by December 2010.

- The Institutional Assessment, Research and Planning department will schedule professional development workshops to train student support service staff on research practices by December 2010.

- The student support service deans and department chairs will develop a coordinated student support service research plan by December 2010.
3. a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

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 assuring equitable access to student services regardless of location or means of instructional delivery. There is an increase in access to technology-assisted student 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. The College has made considerable efforts to address the needs of SBCC students in these classes. Students can access online application, registration, information, self-paced orientation and self-paced advising programs through 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 service of e-mail accounts, internet, online services such as the Academic Counseling department’s “askme” site, web-based self-help materials or the Degree Audit Reporting System, DARS. 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 CE 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.1), in the College credit catalog (IIB.2), CE catalog (IIB.3) and in department brochures (IIB.4). Students may choose traditional phone or face to face 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 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 online academic counseling, career counseling, and personal counseling for all students, the special populations departments listed in IIB introduction assure equitable access to student support services through focused and specialized counseling and advising to students regardless of service location or delivery method.

The assurance of equitable access to credit and CE 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 access so they have equal opportunity and access to learning.
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The process is posted in the schedule of classes, catalog, on the College Web site and SBCC 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.25). SBCC hired a consulting firm, Access Unlimited, to complete an ADA facilities self-evaluation in 2008 (IIB.26). This will update the earlier 1990 facilities self-evaluation (IIB.27). In addition the College has included a goal in the College Plan (IIB.28) to complete an ADA Transition Plan which will set priorities and timelines for creating access to all campus facilities. The College has developed 508 guidelines for 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 CE student support services assure equitable access for all prospective and enrolled students by assessing their needs for services through the matriculation process. In the credit and CE programs this includes assessment, orientation, and academic counseling and advising. The Enrollment Management Committee includes both credit and CE strategies in the College-wide Enrollment Management Plan (IIB.30). CE 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. CE 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, an Outreach and Recruitment Annual Report is produced to evaluate program scope and effectiveness (IIB.31).

CE strives for equitable access by offering student services at its two campuses, the Schott Center and the Wake Center, and also in the SB County Jail. Students can see a counselor or a student program advisor in person in all three locations or choose to get assistance over the phone or through e-mail. CE 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. CE 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 CE student support services, in Winter 2009 SBCC launched a new online application and registration system, Lumens, for all CE students. Prior to Winter 2009, CE students registered directly in class by filling out a registration form. Students may use
assistance from CE student support services with their new online application and registration process. An alternative paper application and registration process is available for those students unable to register online.

SELF-EVALUATION

SBCC is achieving this standard. The College provides access to student support services regardless of location through an increase in technology-assisted student services. However, student support services need enhancements to online services such as an online education plan.

As reflected in the College's Outreach and Recruitment Annual Report (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 Characteristics Profiles (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 changes resulting from assessment and planning is the hiring of a full-time 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. However, there are still areas of need to address such as resources for a CE outreach coordinator or, as reflected in the Enrollment Management Plan (IIB.30), there is a need for alternative outreach, matriculation and follow-up services for students over the age of 30. Students over 30 represent approximately 30% of the student population. Programs such as the orientation program are geared towards the 18 to 22 year-old students.

Access to College facilities is a high priority particularly in regard to the older populations of students with balance, mobility, hearing or low vision challenges. The College has always given high priority to access for persons with disabilities. In addition the College attempted to develop universal designs so all persons can move together on the same path of travel and individuals can access all our buildings and facilities independently. The College has supported two ADA facilities access self-evaluations. However, the College does not yet have a systematic ADA Transition plan as a guide for barrier removal with priorities and timelines, nor does the College have a process for planning new structures that includes input from consumers with disabilities. This is a problem at a time when the Community voted in a Bond measure that provides an allocation for ADA barrier removal.
PLANNING AGENDA

- Student support service department managers will research, identify and implement new applications and tools for online student support service delivery by June 2010.

- The College Enrollment Committee will develop a comprehensive Enrollment Management Plan that identifies resources and strategies to provide both credit and CE outreach and recruitment for specific diverse populations by June 2010.

- By June 2010, the office of the Diversity Director/ADA Coordinator and Vice President, Business Services will develop an ADA Transition Plan for facilities, based on the 2008 facilities self-evaluation, and use the plan a guide for expending the Measure V access allocation.

- By December 2010, the offices of the Diversity Director/ADA Coordinator and Vice President, Business Services will develop a process for planning new facilities or facilities redesign that includes input from consumers with disabilities.

3. b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY

The Office of Student Life has a primary purpose to encourage personal and civic responsibility in the credit program. Two full-time staff in this department support co-curricular activities and student participation in shared governance through the following activities:

- Associated Student Government
- Student membership on college committees
- Open student campaigning and elections
- Student clubs
- Student organizations

The Office of Student Life assures the Associated Student Government actively represents the interests of students to the College administration 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 sixteen 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, a college wide non-
smoking policy, 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. Project HOPE teaches personal responsibility regarding alcohol and other drugs, HIV/AIDS, other sexually transmitted infections, sexuality, relationships, sexual assault, rape prevention, stress management, nutrition and fitness.

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 and religious perspectives 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 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 Sports Events, International Student’s 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 theatre department, concerts on and off campus offered by the music department, home football, basketball, soccer and volleyball games. The 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 the students through the SBCC Web site, announcements in classes, flyers around campus and on a large scrolling marquis overlooking the campus center.
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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 or the Transfer Achievement Program student reception.

While there are many co-curricular activities and opportunities provided through student support services that encourage civic and personal responsibility as well as intellectual, aesthetic, and personal development, the college curriculum and instructional faculty play a major role in support of these objectives. Specific examples include Introduction to Ethics, Business Ethics, American Government and other Political Science courses, Personal Development, Music, Theater Arts, Administration of Justice, Communications, and Health Education.

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 teach students standards of personal responsibility.

Examples of CE programs promoting personal and civic responsibility, intellectual, aesthetic and personal development fill the CE catalog/schedule (IIB.3). The activities include public community forums, citizenship classes, and specialized cooking, music, art or crafts classes. The highlight of these CE 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 the fields and address international and local issues. For example, the 2008 forum “America’s Tattered Global Image: What Can the Next President Do?” addressed how our ability to accomplish our goals of peace, economic prosperity and a healthy environment now and in the years ahead is affected by the image our country projects abroad. The Winter 2009 community forums were focused on building a vision of what we would like our community to be in ten years from now.

**SELF-EVALUATION**

SBCC is achieving this 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 (II.B.13). 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. However, the College does not have a single-source coordinated co-curricular activity calendar. Also, in order to evaluate these activities and opportunities, the Office of Student life is in the process of developing SLOs and assessment that contribute to this standard. Furthermore, it is not clear that
students understand how curricular and co-curricular activities contribute to the type of development addressed in this standard.

PLANNING AGENDA
- The Office of Student Life will develop a comprehensive College activities calendar that centralizes college events and activities that support this standard by December 2010.

- The Office of Student Life will implement activities and assessment of program level SLOs that specifically contribute to social, cultural, environmental and aesthetic perspectives and personal, academic and career development learning outcomes by December 2009.

- The Office of Student Life will engage students in the creation of a Student co-curricular portfolio that identifies student participation and achievement of SLOs associated with the themes identified in this standard by December 2010.

3. c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY
The College designs counseling and advising programs consistent with its mission to serve all segments of its diverse community (IIB.6). 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 the credit program the College maintains the following counseling services:

- The Academic Counseling Center provides academic and student success counseling
- The Career Center provides career counseling
- The Transfer Center provides transfer counseling
- The Health and Wellness Center provides personal counseling

In addition, specialized counseling and advising services address the unique needs of special populations such as the following:

- The Academic Counseling center provides counselors for veterans, students who speak English as a Second Language, students on probation/disqualified status, re-entry students, and undecided/undeclared students
- DSPS provides counseling and advising services to students with disabilities
- EOPS provides counseling for low income and educationally-disadvantaged students
- ISSP provides specialized advising to international students
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The CE and credit student support service programs utilize part-time paraprofessional Student Program Advisers (SPAs) in support of counseling services. In the credit division SPAs are utilized in Admissions and Outreach Services, Dual Enrollment, EOPS/CARE, Financial Aid, International Student Programs and Services, the Athletic Academic Advising Program, Project Hope, Veterans Services, Career Center, Transfer Center and the Academic Counseling center. Instructors provide advising services in ESL and PE.

The design of CE and credit counseling programs is consistent with the standard of serving students regardless of location or means of delivery. Technology assisted counseling services and resources have expanded significantly over the past six years. 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.

Credit and CE student support services utilize many technology resources to assist counselors and advisors in the design of informed, effective and efficient counseling services. However, of the tools listed below, CE has access to only SARS, Lumens, and WM System.

- SARS Grid and SARS Trac, appointment scheduling and service tracking utilization system
- STARRS, document imaging, indexing and retrieval system
- DARS, degree audit and reporting system
- Eclipse, importing external transcript data for certificate, degree and transfer evaluations
- ASSIST, a statewide articulation management system
- ECE, an in-house web-based external course evaluation look-up system
- TES service, an online catalog and transfer course comparison system
- Pipeline, access to customized student reports
- ARGOS, access to customized cohort research and reports
- Connections, access to employer information and job referrals in support of career counseling services
- Lumens, the new CE information system
- WM System, tracking progress for adult high school students

The design of credit counseling services extends to the classroom. Counseling services are infused into Personal Development courses (IIB.35). Particularly noteworthy has been the
growth of the PD 100, College Success (IIB.36). These sections have grown from one section in Fall 2002 to nineteen sections including two online sections in Fall 2008.

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

These credit and CE counseling services, offered face-to-face, online and in-class, are evaluated through the following methods:

- counselor observation
- service utilization records
- student satisfaction surveys
- SLO assessment
- Program Review
- student success in Personal Development courses
- measures of academic progress
- MIS analysis
- Categorical Program Review

For example, academic counselors evaluate counseling success by assessing successful achievement of SLOs (IIB.37). Academic counselors observe students’ ability to independently develop, implement and evaluate their own progress. A successful student would independently develop an Individual Educational Plan that is correct and congruent with achieving their 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 CE counselors observe students’ demonstrated SLOs reflecting progress towards learning about CE support services and programs.

Counseling services are evaluated through service utilization analysis. For example, the SARS systems track each student’s utilization of credit and CE counseling services. This data is posted to the district’s management information system (MIS), and is analyzed using multivariate analysis that assesses 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).
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Another method of evaluation of counselor services is through student surveys as part of regular credit and CE 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.24). 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, CE and credit counseling services were evaluated and validated under the purview of the California Community Colleges Chancellor's Office in 2008 (IIB.17). The 2007 categorical program self-evaluation (IIB.16) 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.

In order to design and evaluate CE and credit counseling services the College assures that professional counselors and paraprofessional advisors are appropriately trained to participate in these processes and provide quality counseling and advising. All full-time and most part-time counselors serving CE 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 a 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.

The delivery of consistent, accurate and up-to-date information is a primary goal of all credit and CE counseling services. Because of a commitment to this principle, a significant amount of energy and time is given to the initial training of new counselors. For example, in the first few weeks of training the College schedules four activities:

- college-wide new faculty orientation and training program
- meetings with tenured counselors and other faculty to receive mentorship
- observation of at least one counseling session with each of the continuing counselors
- feedback from a more seasoned counselor on the new counselor's first session

Continuing counselors are trained through activities such as the following:

- weekly staff meetings
- minutes of staff meetings shared through an online folder
- guest speakers
- all-day in-service meetings
- weekly "training tips" sent via e-mail
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- Web accessible information site where information and procedural updates, e-mail communications, procedures and training information are posted
- Student evaluations of counselors

Both contract and part-time credit and CE counseling faculty attend regional and state wide conferences such as the following:

- University of California and California State University counselor conferences
- University of California's Ensuring Student Success conference
- California Community Colleges Student Services conference
- Southern California Intersegmental Articulation Council meetings
- National Orientation Directors Association conference
- State academic Senate Institute
- Distance Learning Counselor conference
- Regional articulation meetings

Counselors and advisors who are assigned to advise selected populations receive training in that specialty such as the following:

- 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 the California Association on Post-Secondary Education and Disability conferences and Office of Civil Rights workshops regarding current case-law and compliance with ADA, 504, 508, and are trained in interpretation of disability-related diagnostic and psychometric documents.

Self-Evaluation
SBCC is achieving this 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. In addition, counseling services are offered at different locations, face to face, online, e-mail, and phone. A sustainable counseling review processes and a culture and practice of continuous quality improvement is purposeful and focused on enhancing student development and success.

The 2007 categorical Program Review Self Evaluation (IIB.16) included a comprehensive evaluation of counseling and advising services. This evaluation also addressed the effectiveness
of the design counseling services and support for success of under-prepared 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.17) 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 an educational planet is balanced and realistic 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.

One of the most meaningful and productive credit counseling services evaluation strategies was the Business Process Analysis (BPA) activity. Counselors and staff mapped, evaluated and restructured counseling and advising procedures in preparation for implementation of the SCT Banner student information system. This evaluation and planning resulted in a revision of procedures and options for orientation, group advising, prerequisite enforcement management and student follow-up.

Another credit counseling service evaluation process was the development of the College SLO and ISLO plan. As result of SLO discussions and the implementation of SCT Banner, counseling appointment intake procedures were changed, counseling desk staffing personnel was upgraded to include a Student Program Adviser, individual counseling sessions were increased from 30 minutes to 45 minutes, modifications were made to the Individual 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.

In the credit program, the introduction of an online application and online registration in Fall 2007 has significantly changed the design of orientation and advising services. Requests for online advising through "askme" have increased significantly (IIB.43). 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. Resources have 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 to face advising, increased two-day
comprehensive orientation/assessment/advising/registration sessions and the increased use of online advising tools. Online orientation is fully operational and was utilized by over 3,328 students enrolling for Summer and Fall 2008. The effectiveness of online orientation and online advising relative to the effectiveness of in person services is not yet fully understood. Further evaluation of the comparative of online versus in person services is needed as is the need to evaluate the collective and interactive benefits of students’ participation in both online and in person counseling services.

Student services technology systems are providing the tools to assist both credit counselors and students with academic planning. However, the College does not having a fully online, interactive, individual educational plan system. In addition the transcript data capturing system (OCR) is incomplete. Tools are still needed to provide more efficient and effective online synchronous academic advising.

The effectiveness of CE student support services counseling and follow-up services is evaluated by the increase in Adult High School diplomas awarded from 75 in 2007 to 95 in 2008. Students at risk of dropping out are achieving their academic goal of a high school diploma at a higher rate than in previous years. We believe this increase results at least partly from expanded and coordinated follow-up support services for Adult High School and GED students. Examples of these services are the post-enrollment presentations and the annual commencement ceremony. The post-enrollment 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 their counselors and advisors. The annual commencement ceremony for all Adult High School and GED completers is another good tool for the advisors and counselors follow up with the students to provide additional counseling and advisement services and encourage the students to continue their education.

CE student support services access to technology and automated systems to track, collect and store student service utilization data, non-credit matriculation MIS data and SLO data for student services is currently under improvement. The CE student support services department is transitioning to technology such as SARS and eLumen in order to move away from manual data collection.

While tools for collecting and recording CE and credit student service utilization data are available, faculty and staff are not all trained in utilizing these data extraction and reporting tools. Also, collection of evaluation data using both paper and pencil and online data collection is not systematic and is time-consuming. More efficient and effective student satisfaction and student learning outcome data collection is needed. As such, ongoing assessment and evaluation of program effectiveness is not systematic or timely. Evaluation is heavily dependent upon the office of institutional assessment, research and planning which does not have enough staff to meet the program evaluation needs of all student support services. Greater independence in accessing, analyzing and evaluating data is needed.
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PLANNING AGENDA

- All student support service departments will complete training on eLumen, Argos and other tools used for data collection and extraction by December 2010.

- By December 2010, the student support service deans, in cooperation with department chairs, will develop a coordinated student support service research and evaluation agenda including the standardization of reporting and data analysis tools necessary for targeted outreach and program evaluation.

- By June 2010, the academic counseling department will identify new or advanced technology tools to enhance online delivery of counseling and advising, for synchronous advising, to measure the effectiveness of online advising processes and to decrease student dependency on in-person and one-on-one counseling services.

- CE student support services will develop a counseling services technology plan by December 2009.

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.44). The SBCC Mission statement includes the statement “The College serves all segments of its diverse community” (IIB.6). The SBCC Core Principles include “A free exchange of ideas in a community of learners that embrace the full spectrum of human diversity” (IIB.45). 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 SBCC director of Campus Diversity, who reports directly to the President (IIB.46). The Campus Diversity director sits on the President’s Council and reports on diversity issues directly to the Vice Presidents. The director also chairs a Diversity Advisory Committee.

In 2007-08, the Diversity Advisory Committee delivered a calendar of multicultural activities which included a series of Diversity Dialogues (IIB.47) 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,”
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and "Honoring Military Communities in a Time of War." A survey was conducted after each Diversity Dialogue (IIB.48).

The director of Campus Diversity 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.49). 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 2008, Father Gregory Boyle, an internationally acclaimed Jesuit priest and expert on gangs and intervention approaches delivered the Dorantes Lecture. With over 500 guests last Fall, Father Boyle drew one of the largest citywide 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 college in English or Spanish online or by completing a paper application. The Admissions office provides the application in English and Spanish. SBCC’s credit and Continuing Education counseling services are offered in Spanish.

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 SBCC’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 classes at SBCC. EOPS and ISPS hold barbecues before College Football, a cultural winter 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 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.

Practices that support student understanding and appreciation of diversity include the work of the Foundation Office. 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 Office of Civil Rights completed a review of access to facilities (II.B.25), SBCCC hired an Americans with Disabilities Act (ADA) access consultant to complete a 1990 ADA facilities self-evaluation (II.B.27) and a 2008 ADA facilities self evaluation (II.B.26). In addition SBCC raised money for bringing the SBCC facilities into ADA compliance through a Bond measure. SBCC is developing its 508 standards for purchasing and access to technology (II.B.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 includes a goal to complete an ADA facilities Transition Plan (II.B.28) which will guide access expenditures in the bond measure.

CE also promotes diversity through its course offerings such Mind and Supermind series (II.B.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 population it serves since it includes adults getting basic education, immigrants learning English, community members taking enrichment classes, and mature adults taking our classes at retirement homes. The CE Pedotti Jail Program (II.B.11) is also an example of how diversity is sustained and promoted by Continuing Education. CE offers non-credit courses at the Santa Barbara county jail and CE Student Support Services has assigned a Student Program advisor to provide academic advising and follow up services to inmates enrolled in the CE course. From Fall 2007 to Fall 2008, 528 inmates at the SB County Jail taking CE classes have received student support services.

SELF-EVALUATION
SBCC is achieving the standard. SBCC uses a number of measures to determine the effectiveness of these diversity activities and programs. SBCC has developed an ISLO that directly addresses diversity. The ISLO is “Social, Cultural, Environmental and Aesthetic Perspectives” 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.
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In Fall 2008 SBCC completed a measure of students’ understanding and appreciation of diversity in its Student College Experiences Survey (IIB.24). 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
- The College Diversity Advisory Committee will develop measures for student learning outcomes and Program Review in regard to diversity and complete the SLO cycle by June 2012.

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

DESCRIPTIVE SUMMARY
As an “open enrollment” 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.1) 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. Elements of the online application have been used for the paper application to assure freedom from bias and one question has been added regarding transfer planning. 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 Nursing programs.

The current Continuing Education online and paper admissions application is a modified version of the credit’s application with no fields added. CE does not have evaluation instruments used for admission. All CE 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 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 SBCC’s 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. CE 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: years of high school English; grade in last English class; high school GPA; college units planned; and employment hours planned. Information collected for recommended math placement includes self-reported student responses to the following questions: high school GPA; grade in the last math class; length of time since last math class; and 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 V Standards for Assessment Title 5 -55510(a) (d); 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 Essential Skills, students are given both a reading and a writing placement. 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 the Board approved District policy.

Students who need accommodation for a disability are tested in the DSPS office or in the SBCC 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
SBCC is achieving this standard. The 2008 Student Service Program Review Site Visit Report (IIB.17) commended “the dedication of the staff in developing an excellent assessment process, including timely validation studies and incorporating multiple measures into the assessment process.” SBCC uses placement instruments that are approved by CCC Chancellor’s Office based on validation studies conducted by the publishers and the College. CE and credit English, Math and ESL placement practices have been validated and approved by CCC 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 for Assessment.

PLANNING AGENDA
No plan is necessary.

3. f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY
Credit program non-electronic student records are maintained in accordance with Board Policy 3310 (IIB.51) and Title 5, sections 59020-26. These non-electronic records are located in a secure vault in the Admissions & 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 & Records and online include the Authorization for Release of Information and Transcript Request Form (IIB.52).

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.
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CE 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 Legacy database and in Lumens, the online registration system. Lumens servers are kept safe from fire, changes in temperature and humidity, electrical outage and static charge. All servers are monitored by security cameras and are accessible by pass key only. Data housed by Onvoy is behind sophisticated firewalls, backed up every two hours and stored for one year.

The CE 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
SBCC is achieving this standard. However, the College will need to detail a systematic review of users with access to SCT Banner to ensure security.

The Federal Education Rights and Privacy Act (FERPA) training workshops were made available and well attended by many faculty during the Fall 2008 in-service. There is still a need for systematic ongoing college-wide FERPA training regarding student rights and district responsibilities related to the disclosure of student records for both current and new faculty and staff in order for all employees to know their responsibilities under FERPA.

PLANNING AGENDA
• The Information technology Office will develop a process for detailing a systematic review of users with access to SCT Banner to ensure security by December 2009.

• Student support service deans will provide opportunities for faculty and staff to receive training on FERPA rights, responsibilities, and procedures by December 2009.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY
Within student support services there is a culture of evidence-based and reflective assessment and planning that contributes to the achievement of student learning outcomes, serves as the basis for continuous quality program improvement and assures that services meet student's needs.

Since 2006, all student services departments have engaged in a comprehensive process to develop SLOs and SLO assessment as a means of determining the effectiveness of SBCC's
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student support services. This process has resulted in a paradigm shift for many service departments. Many service providers realized for the first time that they are active participants in the student learning process. These SLO discussions resulted in a complete redesign of service delivery in order to engage the student in learning through the process rather than being a passive recipient. All SBCC student service programs in the credit and CE programs have participated in the development of student learning outcomes, and Institutional SLOs. All student service departments are in the early stages of incorporating SLOs into an assessment cycle as a means of determining the effectiveness of each program. All student service programs have or will have incorporated SLOs into their department plans by Spring 2009. SLOs will be built into student service department Program Reviews.

In addition to the SLO and Program Review cycles, evaluation processes for SBCC student support services include state and federally mandated program evaluations and college planning. Examples of systematic and regular evaluation of student support services through multiple methods include:

- The Student College Experiences Survey
- The American College Health Association National College Health Assessment
- California Community College Chancellor's Office Categorical Program Self-Study
- CAPPS Needs Assessment
- District math, English and ESL assessment data
- Student surveys
- Annual department reports
- Student service utilization data
- SLO assessment results
- Student service staff and faculty evaluations
- Chancellor's Office MIS and ARCC reports
- Meeting agendas, minutes and program/project proposals.
- Program Review meetings
- Annual Transfer Effectiveness Review
- Business Process Analysis
- Case study discussions at department meetings
- Cross functional team meetings
- Day long workshops
- CCCC Regional Student Services Meetings
- CCCC regional Coordinators Meetings
- CCCC Annual Student Services Conference
- Literature review
- Enrollment Management Committee
- Matriculation Committee
- Academic Senate
- Academic Support Division
- Deans Council
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- Outreach and Recruitment Committee
- Basic Skills Initiative
- Planning and Resources Committee
- Academic Policies Committee
- Department and Division Meetings
- Argos reports

Over the past three years the College has significantly enhanced its data collection and reporting tools. This is primarily the result of the implementation of Lumens, eLumen, the SCT Banner Student Information System, the development of customized SCT Banner data collection forms, the implementation of several third-party data collection systems such as SARS, STARRS and DARS and the development of standardized and customized reports using Argos. These data collection and reporting methodologies provide the opportunity for increased autonomy. 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 limited staffing in the Institutional Research and Institutional Technology and the Institutional Assessment, Research and Planning departments.

Self-Evaluation

SBCC is achieving this standard. Program Review processes are in place and implemented regularly. 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 meetings, committee meetings and work groups. These dialogues and meetings ensure that the results of Program Reviews, 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.

The following are a few examples of recent program changes that demonstrate that student support services use the results of these evaluations as the basis for improvement.

- In response to an increase number of students utilizing the Health and Wellness services the College established an additional 60% a permanent nurse position and a 60% Permanent Nurse Practitioner/Physician Assistant position.

- In order to serve the increasing numbers of new to College students participating in orientation/advising the Academic Counseling Department developed a new online interactive orientation/advising program and an online counseling “Askme” site.
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- In response to the increasing numbers of students placed on probation or disqualification, the Academic Counseling Department hired a full-time Student Success Counselor.

- In response to the national trend of increased parent involvement in the lives of their traditional college-age students, 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 response to reports from ESL instructors and ESL counselors regarding the difficulty Spanish speakers were having with Pipeline, student support services developed a user-friendly Spanish speaking application for Pipeline access and registration.

- In response to the results of orientation evaluations, the on-campus new student orientation/advising process has been modified from its original format to encourage more interaction between students. The College moved from a 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.

- CE student support services have responded to Assembly Bill 540, a law that allows qualifying students including undocumented immigrants to pay in-state tuition fees. CE is reaching out to this population by expanding their outreach services and offering a College night at a local high school on the topic of AB540.

While there is much research that results in program change, student support services do not have a coordinated or comprehensive research agenda or plan. The Student Services Program Review Site Visit report (IIB.16) pointed out that that the College does not yet have sufficient trained research personnel, data collection and data reporting tools at the program level to conduct the scope and depth of evaluation needed for continuous quality improvement. The new Program Review process (IIB54) for student service and operational units should improve the link between program evaluation, institutional planning processes and resource allocation.

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 impact of student service departments on student learning outcomes.

The evaluation of student services’ contribution to achievement of student learning outcomes is in the early stages of development. A coordinated effort by CE and the credit 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 Department program SLO’s to institutional student learning outcomes.
PLANNING AGENDA

- The student support service deans and department chairs will develop and implement a comprehensive student services research plan that includes inferential as well as descriptive research by December 2010.

- The Information Research department and the Institutional Assessment, Research and Planning department will expand the development of ad hoc and customized report options available through Argos or other research tools by December 2010.

- All student support service departments will complete the SLO cycle by 2012.
REFERENCES

IIB.1  www.sbcc.edu
IIB.2  Credit College catalog
IIB.3  CE catalog/schedule
IIB.4  Student support service program brochures - samples
IIB.5  Institutional Effectiveness Report
IIB.6  College Mission statement
IIB.7  Credit Educational programs organizational chart
IIB.8  CE organizational chart
IIB.9  List of new CE support services offered since 2007
IIB.10 CE student support services brochure
IIB.11 Pedotti Jail program proposal
IIB.12 Student support service SLOs - samples
IIB.13 College ISLOs
IIB.14 Student support service Program Reviews - samples
IIB.15 Credit matriculation plan
IIB.16 Categorical programs self-evaluation 2007
IIB.17 Student Service Program Review and Technical Assistance Site Visit Report 2008
IIB.18 www.collegesource.org
IIB.19 Procedure for accommodations for disability syllabus statement
IIB.20 SBCC Policies Book
IIB.21 Policy on parking and traffic and smoke free workplace
IIB.22 Policy on progress probation and dismissal
IIB.23 EOPS SBCC Planner
IIB.24 Student College Experiences Survey
IIB.25 Civil Rights Review 2007
IIB.26 ADA facilities self-evaluation 2008
IIB.27 ADA facilities self-evaluation 1990
IIB.28 College Plan
IIB.29 508 guidelines
IIB.30 Enrollment Management Strategic Plan
IIB.31 Outreach and Recruitment Annual Report 2008
IIB.32 Student Characteristics Profile
IIB.33 List of Spring 2008 active chartered student clubs
IIB.34 College Events calendar - sample
IIB.35 Mind and Supermind fliers - sample
IIB.36 PD 100 College Success course of study outline - sample
IIB.37 Counseling SLOs - sample
IIB.38 SARS tracking data and MIS analysis - sample
IIB.39 Hershey Singularity protocol - samples
IIB.41 Aggregated student evaluations of counselors - sample
IIB.42 Minimum qualifications for counselors
IIB.43 “askme” utilization data 2007/08
IIB.45 SBCC Core Principles
Standard II: Student Learning Programs & Services
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IIB.46 SBCC Campus Diversity Director job description
IIB.47 Diversity Dialogue fliers - sample
IIB.48 Diversity Dialogue survey
IIB.49 Dorantes lecture fliers - sample
IIB.50 Student Satisfaction Survey
IIB.51 Board policy 3310
IIB.52 Authorization for release of information and transcript release forms
C. 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.

Santa Barbara City College provides critical 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 critical functions aimed at achieving and maintaining broad-based student access and student success. Both the Luria Library and Cartwright Learning Resources Center play a vital role in providing services through our library databases and collections, tutoring, computer labs, and training workshops for students, staff, and faculty at the Main Campus, Wake and Schott Centers, and in the online environment.

The Luria Library offers a dynamic, innovative, and exciting place for students and responds to the learning styles of today’s student, thus helping them achieve their learning outcomes. A tag line 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 dramatic increase in physical library visitors has occurred over the past two years; the Library has gone 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%. 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.1).

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 (including plus-hour materials), 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 computer-based 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.

Recent Academic Senate efforts addressing student success, particularly in basic skills, have resulted in a major initiative, the Partnership for Student Success. The CLRC works closely with the Partnership for Student Success, both in its management and in the provision of tutorial training and services. Several components comprise the Partnership for Student Success as reflected in the table below:

**Table 1: Partnership for Student Success Initiative**

<table>
<thead>
<tr>
<th>Partnership for Student Success Initiative</th>
<th>Five Key Components</th>
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<tbody>
<tr>
<td>Gateway to Student Success Tutoring Program</td>
<td>Athletic Achievement Zone</td>
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<td></td>
<td>Online Instructional Assistants</td>
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<td></td>
<td>Expansion of Writing Tutorial Lab</td>
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<td></td>
<td>Expansion of Mathematics Tutorial Lab</td>
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</tbody>
</table>

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.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

1. a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

**DESCRIPTIVE SUMMARY**

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.2). 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.3). 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 annually receives a $15,000 book grant 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, .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 30-minutes each morning to allow students computer
access before 8:00am classes. In 2007, the library is open for 8 hours on Sunday due to ongoing
funding by 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. The
Collection Development Policy is a shared 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.4).

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

- Tutorial Center [http://www.sbcc.edu/learningresources/Web site/TutorialCenter.htm]
- Media access for supplemental instruction (SI) including plus-hour materials
(approximately 900 titles) supported by 32 video stations
[http://www.sbcc.edu/learningresources/Web site/1543.htm]
- Writing Center [http://www.sbcc.edu/learningresources/Website/WL/WritingCenter.htm]
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- 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 [http://www.sbcc.edu/learningresources/Web site/Resources/computers.htm]

The CLRC is staffed by one director (i.e., 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 [SI] 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 SI media) (IIIC.5). Although the CLRC is largely dependent on temporary, part-time employees to maintain daily operations, through support from the state ESL/Basics 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 (IIIC.6). 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 cross-curricular 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 SBCC 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 (IIIC.2)._

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 shared governance very seriously to ensure that policies and practices are in keeping with the College Mission Statement and the curricular support needs as expressed by faculty, determined by their working with students (IIIC.2). The CLRC Director shares the pertinent parts of these meetings with the CLRC staff during its 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
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Library Commons. These can be moved to the Computer Assisted Instruction (CAI) labs as needed (IIC.7).

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 cut entirely to meet a 2% reduction requirement in response to statewide cuts in funding.

The CLRC has for over fifteen 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 - 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.8).

The CLRC Director, also Co-Director of Gateway, has also worked with the Executive Vice President, Educational Programs, the Dean of Humanities, and the Gateway Co-Director to bring Directed Learning Activities to SBCC, using Chaffey College’s model as a prototype (IIC.9). 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 above 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
SBCC has met this 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.
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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 Executive Vice President, Educational Programs 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.4), 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.13).

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 Cartwright Learning Resources Center operates under a management principle of 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 dire need of an interior upgrade to accommodate expanding tutorial and workshop space demands.

PLANNING AGENDA
No plan is necessary.

1. b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY
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 (IIIC.3).

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.
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Library 101 (LIB 101), Information Literacy, first offered in Spring 2007, is a one-unit, transferable credit course taught by Library faculty. 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 (IIC.14). Methods for assessment of individual student’s mastery of Information Competency is detailed in the course outline and the course maps to the College Institutional Student Learning Outcomes, Standards I, II, and V (IIC.15).

The Cartwright Learning Resources Center 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.16). Recently these highly popular workshops have been expanded to a parallel series in the Gateway to Student Success Center and Writing Center workshops (IIC.17) 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.18).

- **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.19).

- **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.20).

- **Computer Assisted Instruction lab orientations** for faculty and students, including our policies that encourage developing computer applications skills as you use them and building good habits of storage relative to document production and information gathering and sorting (IIC.21).

- **Writing Center Directed Learning Activity** that encourages self-reliance and ownership of students’ writing while building a concept of information competency (IIC.22).

- **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.23).

- **Writing workshops for specific departments** other than English are in 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
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also provided Writing Center staff with valuable information about how to enhance tutoring for writing in the sciences (II.C.24).

At Continuing Education, the multimedia centers house instructional programs and are operated by the corresponding 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 (II.C.25) and for the Writing Center (II.C.26) and Program Student Learning Outcomes for all services within the Cartwright Learning Resources Center (II.C.27). 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 (II.C.10), which provides tools for measuring skills through interactive, tutor-mediated worksheets or projects [http://sbccelearningresources.net/dla/faq/watch-a-dla/].

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.28). English 120 is a co-requisite course attached 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**

SBCC has met this 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." Santa Barbara City College has a demonstrated commitment to student information competency with a graduation requirement of Information Competency (IIC.15).

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.29).

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.
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Student Learning Outcomes have been drafted for all levels of library instruction, including individual interactions, and assessment of those outcomes was conducted in Fall 2008.

Table 2: Student Learning Outcomes (SLO) Assessment

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<td>8</td>
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<td>23</td>
<td>399</td>
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<td>134</td>
<td>54</td>
<td>115</td>
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<td>63</td>
<td>121</td>
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</table>

PLANNING AGENDA  
No plan is necessary.
Standard II: Student Learning Programs & Services
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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 24 hours a day, seven days a week, 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 located 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.
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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 (CIOF) 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 3: Computers in our Future Hours of Operation**

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours of Operation</th>
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<tbody>
<tr>
<td>Schott Center</td>
<td>Monday through Thursday: 10:30 a.m. to 7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Friday: 10:30 a.m. to 6:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday: 11:00 a.m. to 3:00 p.m.</td>
</tr>
<tr>
<td>Wake Center</td>
<td>Monday, Tuesday, and Thursday: 10:30 a.m. to 2:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>&amp; 5:00 p.m. to 7:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Wednesday and Friday: 10:30 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>Casa de la Raza</td>
<td>Monday through Friday: 11:00 a.m. to 1:30 p.m.</td>
</tr>
<tr>
<td>Transition House</td>
<td>Monday through Thursday 5:00 p.m. to 7:30 p.m.</td>
</tr>
</tbody>
</table>

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 that provides students learning support twenty-four/seven regardless of their location, with links such as (IIC.30):

- 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.
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- 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.
- DLA: including a library of Directed Learning Activities searchable by category (computer skills, learning skills, math, reading strategies, and writing) as well as resources for faculty developing DLA, and unscripted video clips of DLA 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
SBCC has met this 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 (8) hours on Sunday.

Due to budgetary constraints, the library is not open on Saturdays. There is a clear demand for Saturday hours and our Library Program Review (2009-2010) addresses this in our 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 discontinuation of OWL (Online Writing Lab) in 2006 has left a service gap.

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, an internet telephone service, in conjunction with Moodle, our online instructional platform; the Writing Center will provide tutoring to registered SBCC students. 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 apply the same pedagogy currently used with on-site students.
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In cooperation with the director and staff at the CLRC, Continuing Education plans to increase the availability of resource services at various locations by implementing the LRC Learning Skills workshops at the Schott, Wake Centers and at the County Jails as part of enhanced offerings in Basic Skills, beginning in Spring 2009.

A proposal for a Carpinteria Multimedia Center at Main School was presented to the president in June, 2008 and Continuing Education is in ongoing negotiations with the Main School non-profit collaborative (II.C.31).

Increased collaboration between credit and non-credit has increased student access to CLRC workshops and instructor access to CLRC resources. However, we would like to expand services to the Carpinteria area and bring even more learning resources to the existing Continuing Education centers. Due to budgetary constraints, Goleta area access to basic computer skills training experienced a 57% reduction. Students continue to express a great need for these services.

PLANNING AGENDA
The College will work with the Dean of Educational Programs and Technology in conjunction with the Committee for Online Instruction (COI) to develop a survey of online students to determine the resources students need to successfully complete their courses. COI will also look to other two-year institutions to see how they are meeting the tutorial needs of online students.

1. d. 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
SBCC has met this 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 completed a Program Review in regards to maintenance; however, these problems were cited in the 2004-2005 CLRC Consultative Planning Process (II.C.32), which preceded the 2005-2008 Program Review.
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Table 4: Library Gate Count

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of Library Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>263,180</td>
</tr>
<tr>
<td>2006-2007</td>
<td>419,084</td>
</tr>
<tr>
<td>2007-2008</td>
<td>546,979</td>
</tr>
</tbody>
</table>

Average daily use of the library has increased by over 80% from 2005-2008 (IIC.33). 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
The Program Review process should ensure that maintenance services are sufficient to ensure a clean, safe, and appealing environment.

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 Santa Barbara City College 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
SBCC has met this 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
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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.

PLANNING AGENDA
The services provided by OCLC have been paid from a trust account at OCLC; this account has a diminishing balance. By the 2011-12 budget, the College will need to plan for paying the annual subscription from other sources 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.34).

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY
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.35). 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 2008.

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.3 and IIC.35).

Using CLRC’s relationships with Academic Senate technology committees, ITC and DTC on 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 revealed, 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.36).

CLRC’s tutor training course connects tutors with mentor teachers using a topic-specific form to guide and record discussion on a variety of subjects (IIC.37). All forms have an evaluative
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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.38). The course is also subject to the standard campus-wide faculty evaluation practice. TUT 199 implemented SLOs during the 2007-08 academic year (IIC.25).

The CLRC Tutorial Center has created a tutor skills assessment form available at all tutorial locations on campus (IIC.39). 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, 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.22). As a product of Partnership for Student Success, the Writing Center is charged, as is the entire PSS program, with validating effectiveness to ensure ongoing funding.

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, in accreditation language, “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, 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
SBCC has met this 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 will provide 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 dramatic impact of the Writing Center on student success (IIC.40) which encouraged CLRC management staff to find ways to expand practices to other areas of the campus (e.g., the Gateway to Student Success Center).
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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 compliance with 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
No plan needed.
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IIC.1. Luria Library Student Usage Survey 2008
IIC.2. Santa Barbara City College Mission Statement
http://sbccfaculty.sbcc.edu/days/day1/goals/index.htm
IIC.4. Luria Library Collection Development Policy
IIC.5. Cartwright Learning Resources Center Organization Chart
IIC.6. Partnership for Student Success (PSS), p. 1
IIC.7. Disabled Student Programs and Services (DSPS), Computer Station Applications
IIC.8. Cartwright Learning Resources Center Image List 2006
IIC.9. Chaffey College Web site, Directed Learning Activities (DLAs)
http://www.chaffey.edu/writingcetr/dla/
IIC.10. Cartwright Learning Resources Center Web site http://sbcclearningresources.net/dla/
IIC.11. Luria Library, SirsiDynix Horizon, Collection Age Report
IIC.12. Luria Library Meeting Minutes
IIC.13. Luria Library, SirsiDynix Horizon, Circulation Statistics
IIC.14. Library 101 (LIB 101) Course of Study Outline
IIC.15. Santa Barbara City College, Institutional Student Learning Outcomes
IIC.16. Cartwright Learning Resources Center Learning Skills Workshop Series Fall 2008
IIC.17. Cartwright Learning Resources Center Writing Skills Workshop Series Fall 2008
IIC.18. Cartwright Learning Resources Center Tutor Training Materials and Resources Folder
IIC.19. Cartwright Learning Resources Center Tutorial 199 (TUT 199) Course Description
IIC.20. Cartwright Learning Resources Center Computer Tutor Training Materials and Resources folder
IIC.22. Cartwright Learning Resources Center, Writing Center Forms Operations
IIC.23. Cartwright Learning Resources Center, International Students Workshop Fall 2008
IIC.24. Cartwright Learning Resources Center Environmental Studies ENVST 200 Workshop
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IIC.26. Cartwright Learning Resources Center, Writing Center Student Learning Outcomes (SLOs)
IIC.27. Cartwright Learning Resources Center, Program Student Learning Outcomes (PSLOs), All Services
IIC.28. Cartwright Learning Resources Center, English 120 9ENG 120) Course of Study Outline
http://curr.sbcc.net/Curriculum/ENG/ENG120.htm
IIC.29. Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education
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IIC.31. Continuing Education, Computers in Our Future (CIOF), Carpinteria Program Proposal
IIC.32. Cartwright Learning Resources Center Consultative Planning Process 2004-2005
IIC.33. Luria Library Gate Counts from 3M Electronic Counter at Library Entrance

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IIC.34. Luria Library Program Review 2008-2009
IIC.35. Luria Library Department Meeting Minutes: Council of Chief Librarians Annual Report
IIC.36. Student Information Recording System (SIRS) Student Records
IIC.37. Cartwright Learning Resources Center Wk2-Faculty Sponsor Meeting Form
IIC.38. Cartwright Learning Resources Center Tutorial 199 (TUT 199) Course Evaluation Form
IIC.39. Cartwright Learning Resources Center Tutee Feedback Form (#6a and #6b)
IIC.40. Partnership for Student Success (PSS) Year 1 Evaluation; Year 2 Evaluation
A. 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. 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY
Santa Barbara City College 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 the Parent/Child Workshops.

All employment at the college is overseen by the office of Human Resources/Legal Affairs consistent with law and district policies and procedures (IIIA.1). Most hiring is also processed through the office of Human Resources and Legal Affairs. Continuing Education instructors, hourly employees and consultants are processed through the Continuing Education division of the college with the office of Human Resources/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 approved policies and procedures (IIIA.1) 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 process. Consistent application of these policies as overseen by HR/LA 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 (faculty and staff) and for management positions, involves broad faculty and/or staff and management participation.

Requests for credit faculty positions and their corresponding supportive data (IIIA.2) are forwarded to the Academic Senate. The Executive Vice President, Educational Programs and the area deans analyze positions and supporting data, such as WSCH, FTES, enrollment trends,
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departmental goals and objectives, College Plan, (IIIA.3) and present their input to the Academic Senate during the Senate ranking process. The Academic Senate reviews requests and hears departmental presentations regarding requested positions, prior to ranking. 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 and forwards them to the Board of Trustees (IIIA.4, IIIA.2).

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 (IIIA.5) initiated in Fall 2008 provides a more integrated approach to determining the level of staff and administrative support needed.

The determination of need for credit faculty positions is a consultative process (IIIA.6). The State 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, 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 through the program review process by supervisors and these requests are consolidated at the level of the area vice-presidents who prioritize and bring requests to the College Planning Council, the shared governance group of the college for discussion and ranking. These recommendations are advisory to the Superintendent/President.

SELF-EVALUATION

SBCC meets this standard. Santa Barbara City College 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 our 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
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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 draw job applicants from across the country and around the world.

PLANNING AGENDA
No plan is necessary.

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 (IIIA.8) as established by the State Chancellor’s Office. Additional criteria for new faculty positions are discussed in the development of and ranking of requests for new faculty positions. Criteria are further refined by departments that have been given the opportunity to open a new position or recruit a vacant one.

For classified staff positions, hiring criteria are delineated in job descriptions that were created through a district 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 thirty 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.9).

The Vice President of Human Resources/Legal Affairs is responsible for carrying out such recruitment and selection procedures (IIIA.10) as are necessary to seek out and secure the most qualified individuals to apply for vacant faculty, staff, and administrative positions. This process is carried out in close consultation with the director, 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
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Resources/Legal Affairs, in consultation with the Superintendent/President, develop a timeline for hiring new faculty that is synchronized with the State Chancellor’s Office Job Fair in Southern California (IIIA.11).

The College Superintendent/President, the Vice President, Human Resources/Legal Affairs, the director, Campus Diversity, and the Executive Vice President, Educational Programs, lead a workshop for all academic deans and department chairs of academic units that will be hiring new faculty in the coming hiring cycle (IIIA.12). 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. HR/LA works closely with departments to identify discipline specific professional journals in which advertising should be placed to insure that advertising will reach diverse, qualified potential applicants (IIIA.13). Departments are given suggestions for long term “cultivation” of former students and colleagues from other institutions where faculty studied or worked. The director, Campus Diversity provides relevant information to departments and encourages hiring departments to include her in department hiring meetings and discussions.

In consultation with the administrative dean and HR/LA, the department chair prepares a job announcement (IIIA.14) that clearly states minimum and desirable qualifications. 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/Legal Affairs oversees and coordinates local and national advertising for all current openings for regular faculty, staff and administrative positions at the college at http://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 and deans 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 District Equal Employment Opportunity Policy are reviewed by HR/LA and faculty committees are strongly encouraged to also consult with the director, Campus Diversity about interview questions (IIIA.15, IIIA.16, IIIA.17).

The selection committee for faculty positions is comprised of regular faculty members of the department and must have minority and female representation (IIIA.18, IIIA.19, 1412.5, IIIA.20) Although not required to include faculty, the composition of the selection committees for staff positions must have minority and female representation.
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Each hiring committee receives legal/EEO orientation (IIIA.21) prior to the commencement of interviews. All questions (IIIA.22) to be asked of candidates during classified staff or classified management interviews are reviewed and approved prior to use by the director, Human Resources/Legal Affairs to ensure job-relatedness and non-discriminatory nature of inquiry.

Questions to be asked of faculty applicants and assignments for demonstrations and/or sample lectures may be reviewed by the director, Campus Diversity. Interview committees for staff positions are not involved with the paper screening process, but instead interview those applicants screened in for this purpose by the hiring supervisor of the vacancy. The role of the staff interview committee 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 HR/LA 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 HR/LA. The area dean and director, Campus Diversity participate in a discussion with HR/LA to determine whether that pool has the diversity (IIIA23) that would be expected for that position. In consultation with the Vice President, Human Resources and the director, Campus Diversity, the Superintendent/President must approve the pool based on the diversity data before the hiring committee may review applications. The optional course of action is for the recruitment period to be extended to allow an opportunity for an analysis of additional advertising or recruitment efforts for the position that may be appropriate to generate a more diverse applicant pool.

Multiple processes ensure that qualified faculty members are hired at SBCC. 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 district hiring procedures must only be for good cause and approved by HR/LA. All of the committee members must review transcripts and all application materials submitted, including letters of reference. Completed application materials are required. Faculty interview committees require applicants to demonstrate their teaching skills in mock or actual classroom lectures and other learning activities (IIIA.18).

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” (IIIA.24) 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

All faculty hiring committee members must complete checklists and forced rating sheets for each candidate interviewed (IIIA.25).
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An applicant who does not meet minimum qualifications (IIIA.26) is required, as part of the application, to submit a separate letter stating why the applicant believes that he or she qualifies for the position through equivalency. All degrees and coursework are verified by HR/LA 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/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/Legal Affairs determines that MQs 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 coursework from non-accredited institutions may not be used to establish an equivalency. A standard form, Faculty Minimum Qualifications (MQs), must be completed for any faculty employed by the college (IIIA.27). This form clearly states the basis upon which the faculty member meets MQs or the basis for the determination that the individual qualifies through an equivalency. Periodic training by Human Resources/Legal Affairs is provided to deans and department chairs in evaluating training and experience for equivalencies (IIIA.28). In order for a faculty member 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 qualified individuals who meet the standards through MQs. 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 us 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 three most qualified candidates. 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.29). All questions about process or qualifications are referred to HR/LA.

Adjuncts for the credit and Continuing Education programs must meet Minimum Qualifications; however, a simpler process is utilized for adjunct hiring with department chairs or Continuing Education administrators 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. CE receives abundant applications to teach and advertises
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periodically when needs arise. Promotion of the part-time teaching opportunities occurs through newspaper ads and the use of the District EEO mailing list. Applications are sent out on request and underrepresented applicants 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 (III.A.30).

Selection of candidates for Continuing Education adjunct faculty temporary contracts is made by the program directors and the Vice President, 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.

To reach the broader Santa Barbara community, and in the interest of furthering diversity at SBCC, Continuing Education hourly faculty positions when needed are advertised in local newspapers, on www.craigslist.com, and for special hiring needs, also on the college employment Web site or via direct mail and flyers to relevant community groups and organizations. The SBCC adjunct pool is also available to access for CE needs and is used at the discretion of CE administrators. However, most often, the wide-ranging Continuing Education presence in the community and excellent reputation generally attracts numerous diverse applicants who are desirous of teaching in our program.

Certificated applications are available in the Office of Vice President, Continuing Education, as stated on the CE 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, 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 administrative management staff as appropriate. Names of candidates are forwarded to the Vice President, 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 CE 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. Because Continuing Education provides lifelong learning that enhances life in a multitude of ways and provides skills for attaining higher education, meaningful work and personal and professional growth, SBCC Continuing Education provides core student learning outcomes that will continue to ensure that Continuing Education courses in every category provide the highest quality instruction to the Santa Barbara community.

SELF-EVALUATION
SBCC meets this standard. The College takes its limited opportunities to add faculty and staff very seriously. The philosophy of advertising broadly, interviewing and scrutinizing in depth and hiring the best 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. We will 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 Santa Barbara City College’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 employee and an unfilled position that any staff position left vacant because a hiring supervisory has opted not to recommended permanency for a probationary employee may be reopened.

A long-standing preference that tenured faculty positions be filled by individuals who meet MQs through degrees rather than equivalencies has set a high standard for the quality of instruction, innovation, and model programs faculty and administrators have developed for students. Many of our adjunct faculty members are practitioners who work in our community and teach in their areas of expertise and rich practical experience. We have retired judges, practicing attorneys, the Chief of Police, professional artists and writers, professional journalists, scriptwriters, and filmmakers bringing their unique experiences to our students. Many of our staff also meet MQs and teach as adjuncts both within their area of expertise as staff and in other academic and vocational area in which they are qualified.

Our staff and faculty hold positions of leadership in statewide and national professional organizations and shape and influence community college education beyond the sphere of Santa Barbara City College reference list to be developed as we discussed.

PLANNING AGENDA
No plan is necessary.

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
Standard III: Resources
A. Human Resources

Processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
Regular written evaluations (III.A.33) are required for all credit faculty (III.A.34) including adjunct instructors, all college administrators including the Superintendent/President (III.A.35) and all regular classified staff, both full and part-time (III.A.36).

The evaluation of contract, regular and adjunct credit faculty is delineated in policies and procedures developed through consultation with the Academic Senate and Board approved need citation of Board policy and/or administrative procedure (III.A.34). The process is managed by the office of the Executive Vice President of Educational Programs through the deans. Polices and procedures address the evaluation instruments, the frequency of evaluations, and the composition of evaluation committees. 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 (III.A.37) of responsibilities for various faculty positions. Teaching faculty will have different responsibilities form 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 (III.A.38), is a negotiated schedule of performance evaluations for classified employees. The standardized evaluation instrument for classified staff, Appendix D, was also developed through the negotiation process. Effective staff evaluation has been an area of shared mutual interest and concern to CSEA and the District. This strong collaboration ensures that evaluations are timely and meaningful.

Human Resources/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
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A. Human Resources

how overdue the evaluation is. This process of reminding and notifying up to and including the Superintendent/President of the College began in May 2004, and we experienced some early responsiveness and success in obtaining timely evaluations.

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 written management evaluation process (IIIA.35), developed through consultation, includes a self-evaluation, peer survey and supervisor assessment. It was revised in 2006 to encourage managers to promote staff development and evaluate subordinates in timely fashion and again in 2007 to ensure that managers assume responsibility for having their staff work within Board approved job descriptions (IIIA.39). 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 (IIIA.41). Since 2002, a new evaluation form and evaluation plan was developed in consultation with the Vice President, Continuing Education, deans and directors. This process included 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 CE 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. (Faculty Evaluation Working Group minutes, 01/08/09). All classes and instructors offering Continuing Education Units (CEUs) 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 was recently modified by CE 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/Legal Affairs personally provides orientation training for all new college managers and supervisors. Timely evaluations and the assistance available to evaluating supervisors are specifically emphasized in this training. In addition, Human Resources/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 from the College and the individual employee. The director, Human Resources/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/Legal Affairs tracks evaluations of staff and classified managers for timeliness and follows up with evaluating 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 classified management and supervisor evaluations.

One new initiative that began in Spring 2009 is the specific training of our 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, HR/LA 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, HR/LA 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.

SELF-EVALUATION
SBCC meets this standard. Although our performance evaluation processes differ for different employee groups (i.e., faculty, management and staff), the institution 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 we have made and continue to make 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.

PLANNING AGENDA
No plan is necessary.

A. 1. c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY
As a result of engagement in the self-study process, the Faculty Evaluation Checklist now includes Student Learning Outcomes as developed by the Academic Senate (IIIA.37).

SELF-EVALUATION
Standard III: Resources
A. Human Resources

SBCC meets this standard. The faculty evaluation process includes accountability of faculty in the development and assessment of Student Learning Outcomes for all courses at Santa Barbara City College. 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
No plan is necessary.

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 (III.A.41). Additionally the Board prohibits against divided loyalties (i.e., financial interest in contracts, holding incompatible offices, etc.) and the requirements of disclosure of certain economic interests is addressed in BP 2710 (III.A.42) and AP 2710 (III.A.43). AP 2712 (III.A.44) embodies the institutional Conflict of Interest Code required by California law. After a recent extensive review at Board Study Sessions in the Fall 2008, at its regular meeting October 30, 2008, the Board significantly revised its own Conflict of Interest Policy and Code of Ethics and authorized the Superintendent/President to significantly revise the institutional code. To expand the enumerated list of college administrators required to report and expand the categories of reporting required of designated administrators. This revised code, now codified as AP 2712 was submitted to the Santa Barbara County Board of Supervisors for review as required by law, and approval was given by that body 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 the Fall 2008, through the College consultative body, the College Planning Council, a single college code of ethics applicable to all employees was developed as the collective recognition that the ethical conduct should be the common denominator of employee understanding and agreement about behavior in the workplace and reflecting on the College. That Code of Ethics, approved by the College Planning Council on will be linked with the College Mission Statement and Core Values in appropriate college publications.
Table 1. Policies that Address Ethical Conduct at SBCC

| Faculty          | Board Policy 2524 (IIIA.45) addresses professional conduct that guides faculty in their relationship with students and defines the faculty-student relationship as one of “professional and client.”
|                  | Board Policy 2525 (IIIA.46) addresses a range of incompatible activities that faculty must avoid.
|                  | Board Policy 2520 (IIIA.47) affirming academic freedom contains a link to the AAUP statement on professional ethics. 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 | Board Policy 1620 (IIIA.49) describes incompatible activities.
|                  | Board Policy 1561 (IIIA.50) 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.
| Non-Credit Faculty | A written code of professional ethics is provided in the Faculty Handbook (IIIA40).
| Continuing Education | Faculty Grievance Policy (IIIA.54) for faculty and educational administrators.
|                    | Complaint Policy 1700 and related MOU for processing classified manager and staff complaints.
| College Wide | Board Policy 7310 (IIIA.52) addresses the college wide prohibition of nepotism.
|                | Board Policy 3430 (IIIA.53) outlines the prohibition of sexual harassment and discrimination.

SELF-EVALUATION

SBCC meets this standard. SBCC welcomes lively discussion regarding the manner in which we interact within our educational community.

The College wide effort on behalf of a bond measure (Measure V) 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 and advocating in order to uphold the trust of our community.

The Governing 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 our college related conduct guided by ethical principles.
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The discussions of an institutional code of ethics for all employees at College Planning Council meetings generated thoughtful debate regarding college culture and standards with all groups fully engaged.

The true measure of our self-regulation is the climate on our campuses. We believe it is generally one of respect and sensitivity toward others. 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.” 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 (IIIA.55).*

**PLANNING AGENDA**
No plan is necessary.

**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.56). Within Vice Presidential areas or college divisions, the administrative structure is developed by recommendation of the Vice presidents in consultation with Executive Committee and the Superintendent/President of the College, 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 is with the approval of the Superintendent/President of the College. All job descriptions and subsequent modifications are Board approved.

In 2004, the College hired Ewing Consulting Services to conduct a district wide classification study and salary survey for all classified, classified management and certificated administrator positions. It had been nearly thirty 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, we implemented phase one of Ewing’s
recommendations beginning July 1, 2005 (IIIA.58). The final phase of these salary changes were 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, and the result of the study was that the previously lower paid position wound up 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 January 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 the best college planning.

We are making progress toward reducing our dependence on short term hourly classified staff, but are increasing our dependence on student workers. During fiscal year 2005-06, we employed a total of 1,350 short term hourly classified staff. During fiscal year 2007-08, that number had been reduced by 67% to 806 short term hourly classified 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 classified staff.

Comparing Fall 2006 and Spring 2007 with Fall 2007 and Spring 2008, we have increased our student workers by 27% over this time period (i.e., 1,366 student workers compared to 1,734 student workers). 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, and must be enrolled in a minimum of 6 units to meet the definition of “student” for this purpose.

Staff changes have required reassignment of responsibilities for many CE staff members. Reorganization of areas of administrative responsibilities was determined to be necessary in
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A. Human Resources

order to provide the administrative and technological services necessary to support Adult 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 most staff members, who must attend a significant number of meetings and training sessions to accomplish the division’s goals.

As the College successfully competes for grants, we need 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.

We are conducting administrative unit program reviews in all non-instructional areas during 2008-2009. As part of this review, we will establish metrics to measure and assess performance in non-instructional areas. Establishment of these standards of performance will help guide our efforts going forward by allowing us to identify which areas are working well and which areas are in need of improvement. The process of the administrative program review will bridge the gap that exists between institutional planning, particularly in non-instructional areas, and staffing decisions.

Our self-study has revealed an area where there is great need for improvement: assessing the need for staffing for the Continuing Education division. We are currently in the process of implementing a new web-based business software system that will necessitate changing the way we do everything (from programming to catalog production to payroll to registering students), which makes now the perfect time to reevaluate the jobs people are doing, what they will be required to do when implementation is complete, and what staffing needs may emerge. The need for additional hourly staff has also been anticipated for the implementation and transition to the new online and office registration options. These program improvements have been planned to further the College’s mission and purposes. Hourly classified positions have been approved and will be hired and trained during Fall 2008, to assist office staff and instructors with class registration, data entry, instructional assistance, marketing advice and flier production. This paragraph needs re-writing.

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.

With respect to our permanent faculty, more than 52% 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. Our two most senior faculty members 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.
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A. Human Resources

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.

Our 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. Also a small group, 15% of our classified managers have doctorates. It is important to understand the significance of this 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 indicates, 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.

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. (List attached as reference document)

Offered as 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 executive editor of the Journal for Applied Research in the Community College.

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. Erika Endrijonas, dean, Educational Programs, has been an officer or board member since 2003 of the South Central Region for the California Community College’s Association of Occupational Education. Dr. Jack Friedlander, Executive Vice President,
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A. Human Resources

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
SBCC meets this 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
No plan is necessary.

A. 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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 college policies. This schedule was recommended by the President to the Governing Board at a Study Session held August 14, 2008 when Dr. Serban outlined major initiative of her first year as President.

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 through August to October 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 (III.A.60). These policies and procedures are posted at www.sbcc.edu/boardoftrustees, a portion of the Web site 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...
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A. Human Resources

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.63). Board Policy 3430: Prohibition of Discrimination is distributed in its entirety to all regular faculty, staff and administrators. An English/Spanish synopsis is distributed to all student and hourly college employees (IIIA.64).

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 Procedure Committee (BPAP) (IIIA.65), created by the Superintendent/President and representing all constituency groups has been charged with identification and development of all policies legally required by state and federal law and the Accreditation Committee and with systematic and periodic review of all existing college policies to ensure that they are current with law and the provisions of Title 5 of the California Code of Regulations. BPAP will report to the President and will be the consultative body for college policy and procedure. It will have/had its initial meeting in February 2009 and is comprised of 3 administrators, 3 members appointed 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/Legal Affairs who serves ex officio as the committee chair, a second administrator appointed by the 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 new policy development.

Questions about existing policies and procedures can be referred to appropriate administrators and to Human Resources/Legal Affairs for clarity about the administrative practices associated with implementation of any given policy. Personnel in Human Resources/Legal Affairs and payroll 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 inter-division 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**
SBCC is achieving this standard. There is new momentum from the direction of the president with support of the Board for utilizing a standard format for policies. The current Web site is a significant advance over earlier versions and has greatly facilitated posting of policies. The
College goal is to facilitate access to and awareness of policies and procedures that regulate the activities of the District. There is an emphasis on the need to differentiate between policy and procedure. Success in separating these two very different elements of current district "policies" will facilitate identification of the broader guiding principles and legally mandated standards traditionally considered to be policy appropriate for Board engagement from the extensive details that currently obscure those key elements and principles and have worked against access to and timely modification of procedures that should be more responsive to changing college needs, structures and processes.

SBCC meets this standard with respect to equitable and consistently administering 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 procedure issues and questions and concerns are identified with the goal of insuring accuracy in interpretation of legal obligations and consistency in application at the college level.

PLANNING AGENDA

- The Board Policy and Procedure Committee will initially convene in March 2009 and will meet at least monthly as a committee of the whole. Representatives include faculty appointed by the Academic Senate, managers appointed by the Superintendent/President, staff appointed by CSEA and a student representative appointed by the President of the student body.

- SBCC subscribes to the California Community College League Model Policy and Procedure service. Its index of required policies and procedures will be utilized to delineate the basic requirements for college policies and procedures.

- An index of existing policies and procedures will be cross referenced with the Model Policy index to identify gaps in required policies.

- Committee tasks will include development of an overall time frame for development of all required policies (currently estimated to take approximately three years).

- 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.

- Committee members will be asked to suggest additional critical policy needs based on their areas of responsibility. A tentative schedule of policies to be developed will be produced by April 2009. A separate schedule for regular policy review will be developed by Fall 2009 as more policies are updated.
Standard III: Resources
A. Human Resources

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 non-discrimination policy. A single policy applicable to students, job applicants and employee 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. We have utilized both on-line and in person training. HR/LA assumes responsibility for monitoring compliance with AB 1825 Sexual Harassment Training (IIIA.66).

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 district policies (IIIA.67).

College policies 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, who manages the area of Adult Education Human Resources, ensures that all hourly instructors and hourly classified employees receive information regarding state and college employment and workplace policies. The Administrative Assistant is responsible for the dissemination of information, policies and procedures as received from the College HR/LA department. The administrative assistant receives, revises, updates and disseminates employment information to staff, acts as liaison with SBCC Human Resources/Legal Affairs, and proactively seeks information to help ensure that hourly employees are aware of applicable College policies. All new instructors receive a copy of the Continuing Education Faculty Handbook (IIIA.40) 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 classified employees receive policy fliers and brochures in their employment packets.

Changes in policies and procedures continue to be provided to CE staff by other means, including the Faculty Bulletin, a monthly newsletter mailed to active CE faculty 10 months/per year with their paychecks and/or notices of temporary employment. Information is also relayed to instructors by their program directors via e-mail.
Standard III: Resources
A. Human Resources

SELF-EVALUATION
SBCC meets this standard.

PLANNING AGENDA
No plan is necessary.

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.

DESCRPTIVE SUMMARY
Extensive individual employee data is maintained in electronic form by the office of Human Resources/Legal Affairs. This data is managed with strict security and access is limited to HR/LA. Paper personnel files for these employee groups are maintained in fireproof, secure file cabinets in HR/LA. Confidential employment letters of reference are sealed. Medical records are maintained separately from personnel files by HR/LA.

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, district policy and collective bargaining agreement provisions. We do not require any fee for employees to make copies of their personnel files. We have an additional copy machine in the HR/LA offices in order to facilitate employee access to their file materials (III.A.70).

Confidential files for CE hourly instructors and hourly classified employees are maintained in the Office of the Vice President of Continuing Education in fireproof file cabinets with locks. CE administrators have access as needed to examine their own employees’ files, and the files of instructors they are considering. Credit employment applications are stored on a third party server and are all electronic. Access is regulated by positions and is limited to those who have the need to know. Access is controlled and managed by HR/LA.

Human Resources office has electronic security and internal offices have locks. HR/LA 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.

There is a written policy on records retention and destruction. All records to be destroyed are shredded (III.A.74). Human Resources evaluates Public Records requests and subpoenas served on the College in order to insure that any release of documents containing personal information is pursuant to appropriate legal process. We are frequently consulted by other areas of the college regarding release of records and materials.
Standard III: Resources
A. Human Resources

Self-Evaluation
SBCC meets this standard. The need for circumspection and confidentiality is stressed to all Human Resource employees. We have never had any incidents suggesting inappropriate release of personnel information by HR/LA staff and have never had cause to discipline an HR/LA staff member for inappropriate handling of personnel materials. The fact that the College utilizes HR/LA 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
No plan is necessary.

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 campus wide policies and practices (IIIA.72). In 2007-2008, the Superintendent/President, Human Resources/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:

2005-2008 College Plan: The College Plan is one that reflects diversity and inclusiveness both in and outside of the classroom. Specifically, two Guiding Principles within the College Plan illustrate SBCC’s commitment to a culturally responsive campus community. Both were equally important when advertising SBCC positions and highlighting a safe and welcoming campus environment for underrepresented faculty.

- Guiding Principle IV: Each person should be helped to realize his/her fullest potential regardless of economic, educational, or physical advantages and/or cultural differences.
- Guiding Principle VII: It is important that all people learn about cultural heritages and how to work together to create a better society.

The adoption of the 2008-2011 College Plan further reinforces the aforementioned institutional goals. In this set of objectives SBCC adheres to the following Core Principles:

- Core Principle III: An environment that is psychologically and physically supportive of teaching and student learning.
Standard III: Resources
A. Human Resources

- Core Principle IV: *A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity* (III.3).

*Team Meeting:* As referenced in section A.1.a, the Superintendent/President, the vice president, Human Resources/Legal Affairs, the director, 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 2008-2009 and 2009-10 academic year. This was an important tone setting meeting, where college administrators emphasized and will continue to emphasize the salience of diversifying the professoriate (III.12).

*Written Job Announcements:* 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.* (III.14)

*Composition of Selection Committee:* 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 the 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 5 and no more than 7 members with strong diversity representation. If this group can be formed within any given department so that a minority and a female regular full-time faculty from that department are included, that group would constitute a full committee. If there is no minority 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 minority faculty and/or a contract female faculty member. It is also possible, since the committee membership may increased by two members for purposes of Equal Employment only, to go outside the department, if necessary, to add a minority and/or female regular or contract faculty to the committee to accomplish this requirement of our Board policy. This particular policy is important to note as the search committee composition supports our commitment to policies and practices that welcome a diverse constituency on campus (III.19).
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A. Human Resources

Recruitment Letters: In December, 2007, Campus Diversity sent nearly 150 personalized recruitment letters to advisors for minority 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 reinforced SBCC’s commitment to a diverse professoriate and culturally responsive educators, and provided direct contact information for the director, Campus Diversity. This strategy was implemented 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.

Professional Societies: Also in December, 2007, Campus Diversity submitted job postings to nine additional diversity-centered Listservs (e.g., National Association of Multicultural Education) in an effort to advertise the positions nationally and to communicate broadly to multicultural audiences.

Presidential Meet and Greet: 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. Invited guests were selected in a meeting between SBCC’s Superintendent/President, Executive Vice President, Educational Programs, and director, Campus Diversity and the dean of the Graduate Division and dean of the Givertz School of Education at UCSB, where they determined that underrepresented UCSB graduate students could benefit from increased exposure to faculty life at Santa Barbara City College. This Presidential series will continue in 2009.

Discussion highlights included: (1) What it’s 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 (Reference: Meet and Greet Invitation). This particular program was overwhelmingly successful. Nearly 50 underrepresented graduate students from the University of California, Santa Barbara, 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/Legal Affairs guiding students through the application and interview process. After evaluations were processed, it was found 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:”
Standard III: Resources
A. Human Resources

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.

Departmental Meetings/E-mail Communication. Throughout the Fall 2007 and Spring 2008 semesters, faculty search teams communicated frequently with the director, Campus Diversity to seek consultation on job advertisements, job postings, and EEO compliance, and search committee composition. The director, Campus Diversity provided resources and information to hiring teams (IIIA.73).

Designing Diversity Interview Questions. 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.

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. Questions were distributed to faculty search teams.

In summary, these efforts had a significant impact on the College’s recruitment and retention practices last year. 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
SBCC meets and exceeds this 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.

PLANNING AGENDA
No plan is necessary.

A. 4. b. 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 college Office of Advancement, Institutional Research and Planning analyzes this data for trends.
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For at least the past six years, women have comprised the majority of employees in staff, faculty and management groups. While the percentage of minorities among classified staff has remained stable at 39% over the past five years, the percentage of minority faculty and administrators does not match the minority composition of our students or the large community served by the College. Reference Institutional Effectiveness Annual Report 2006-07.

Applicant pools for regular faculty positions and educational administrator positions are individually assessed by Human Resources/Legal Affairs before the pool is released to hiring committees. We use a rule of thumb of 20% minority applicants as desirable. While attaining this figure in applicant pools is a challenge, discussions with area deans and departments chairs and systematic review by the Superintendent/President in conjunction with the Vice President of Human Resources/Legal Affairs and the director of Campus Diversity that includes a review of advertising used to promote positions determines whether the position will stay open for additional focused recruiting to increase minority applicants. When additional recruiting is determined to be necessary, there is a discussion with deans and department chairs so that additional advertisement opportunities are identified.

The involvement of the Superintendent/President in the orientation process for hiring committee and the analysis of diversity in applicant pools and the support from the director of Campus Diversity for faculty hiring committees we believe will have a measurable positive impact on the diversity of our faculty and educational administrator groups (faculty hires made in 2007-08 for the fall 2009-10 academic year).

Human Resources/Legal Affairs also compiles anecdotal records of explanations given by successful applicants who are offered tenured faculty positions but decline in an effort to better understand trends or recurring issues that might be addressed.

Self-evaluation
SBCC meets this standard. The College faces significant challenges to the hiring and retention of 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
No plan is necessary.

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 2005-2008 College Plan (need to refer to the
Standard III: Resources
A. Human Resources

2008-11 plan as well); (2) Board Policies and Procedures; and (3) SBCC's commitment to shared governance.

The 2005-2008 College Plan has two particular Guiding Principles that reinforce SBCC's commitment to a strict code of ethics and veracity. Both Guiding Principles underscore SBCC's pledge to treat administrators, faculty, staff, and students with integrity, sincerity, and autonomy. These include:

- Guiding Principle IX: As a community college, Santa Barbara City College must be responsible to the needs of the community it serves.
- Guiding Principle IX: A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment which encourages serious scholarship and critical, independent thinking.

Approved Board policies and procedures are also a mechanism for ensuring that system wide campus processes maintain integrity and transparency. Beginning with Board Policy 2200 “Board Policies and Responsibilities” (IIIA.74) the Santa Barbara Community College District 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. Approved Board Policies and Procedures are published on the SBCC Web site for administrators, faculty, staff, and students to readily access.

Education Code of the California Community College system 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 campus wide decisions is outlined below by the Community College League of California (2008).

Participation in Local Decision Making 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, Santa Barbara City College fortifies its commitment to integrity and transparency via a wide spectrum of shared governance policies and practices. Please review the shared governance section of this accreditation self-study for a complete report of this activity.

As evidenced here, the 2005-2008 College Plan, SBCC's Approved Board Policies and Procedures, and its shared governance model work purposefully and collaboratively to uphold institutional equality and integrity for administrators, faculty, staff, and students.
Standard III: Resources
A. Human Resources

SELF-EVALUATION

PLANNING AGENDA
No plan is necessary.

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.

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 auditing one credit and one non-credit course per semester (IIIA.79).

Professional development, leadership workshops, and computer and other skills training courses are offered to all instructors and staff by the Professional Development Center, CE/Information Technology staff, the Faculty Resource Center (FRC) and the Staff Resource Center (SRC) (IIIA.81).

The Faculty Resource Center at Santa Barbara City College provides instructional support in the form of instructional consultation, training, and materials development for faculty (IIIA.82). 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 participation. Our employees receive college credit for successful completion of these courses (IIIA.83). 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.
Standard III: Resources
A. Human Resources

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 Professional Development responsibilities. All credit faculty must participate and document that the required hours have been completed (IIIA.86).

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.87).

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 Breakfasts, 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 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 (IIIA.88). 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 an 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 (new department chair orientation). 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 (In-service agenda, In-service program). Human Resources/Legal Affairs also provides faculty development via one-on-one training for accessing and utilizing the People Admin system.

The Faculty Resource Center (FRC) is central to ongoing professional development at the College for full-time and adjunct faculty. The FRC, comprising two campus buildings and six full-time staff members, provides in-person, online, synchronous, and asynchronous training.
Standard III: Resources
A. Human Resources

This training is available through scheduled workshops and classes, by appointment, and on a drop-in basis. Examples of development opportunities provided by the FRC 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 (IIA.89), its workshops, its symposia (2007 Moodle Symposium), its annual Student Success Initiative Grants, and numerous other activities. In the 2007-2008 academic year, the College provided $17,409 in SSI 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 that represent a proportion of their teaching load each semester. These 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 through cohort and self-paced distance education. In addition, the Staff Resource Center provides instructor-led training courses every month. By appointment, the Staff Resource Center also offers individual one-hour sessions in PC GroupWise e-mail. In conjunction with the Accounting Department, the SRC provides training on budget tracking and reporting using the SBCC Financial Reporting tools. Another resource for administrators and staff is the Professional Development Center. 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 programs, Professional Growth for Classified Staff and Professional Growth for Managers and Supervisors delineate a progression of steps with accompanying stipends that may be completed through a variety of educational opportunities (IIIA.90).

For classified staff, the College implemented the “Employee Career Success Satisfaction Plan” in 2002 as a component of the classified new employee orientation and the classified evaluation process. The first plan is to be developed within thirty 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 (IIIA.91).

Classified In-Service, held annually, provides training sessions on timely topics for classified staff (IIIA.92). A series of management breakfasts 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.93).

We have 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 group provides reimbursement for course work taken toward advanced degrees. Four participants have worked on masters or doctorate degrees in the past since its inception in 2005 (IIIA.94).

Continuing Education staff members receive college-wide notification of upcoming classes being offered. CE administrators pass along information to their 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 PDC classes, CE 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 SBCC Adult Education. Special meetings are arranged specifically to inform and to solicit faculty input and feedback, and to provide information and training as needed. Specific CE 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 CE programs. Lead instructors are regularly sent to training conferences and workshops in their fields, to enhance their teaching. In addition, the CE Instructors’ Association (CEIA) receives funds from CE administration 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 CEIA Board and the VP.
Standard III: Resources  
A. Human Resources

SELF-EVALUATION
SBCC 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 campus community, analyze this data in conjunction with the Office of Institutional Research, 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.

PLANNING AGENDA
No plan is necessary.

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 more than 19,000 credit and 20,000 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 FRC, the SRC, Human Resources, IT, and the Faculty Professional Development Committee's continuous planning and support of activities including classes, workshops, seminars, conferences, and retreats.

SELF-EVALUATION

PLANNING AGENDA
No plan is necessary.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY
In Fall 2008, Human Resources/Legal Affairs has initiated a program review process that will permit us to better link HR/LA planning with institutional planning. With our Banner HR/LA system we have significantly increased our ability to generate reports useful in analyzing staffing
patterns for classified employees and college administrators at the College, but, that data will be most meaningful when it informs college wide planning. New initiatives in the areas of HR/LA have been developed and evaluated regularly through consultative development of the College Plan. Results of a college wide survey of the workplace environment administered in Fall 2008 will assist HR/LA the college in identifying areas for new initiatives to promote best employment practices.

SELF-EVALUATION
SBCC meets this standard. HR/LA issues are recognized as EC level work. We function as an independent division of the college reporting directly to the college Superintendent/President.

PLANNING AGENDA
No plan is necessary.
Standard III: Resources

B. 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.**

To date, Santa Barbara Community College District offers educational programs and services at three major 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. 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 approximately 27,000 students annually.

The District has two other major 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 centers have an annual enrollment of 50,000 students, which is approximately 25 percent of the City’s total population.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**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.
Standard III: Resources

B. Physical Resources

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 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 school newspaper, The Channels, to quickly inform student and staff of incidents occurring on campus. It also maintains a Web site (IIIB.1) that includes:

- Clery Reporting Information
- Commuter Programs
- Crime Awareness & Campus Security Act
- California Megan’s Law Web site link
- Parking & Traffic Information
- Parking Enforcement
- Safety Tips
- SBCC 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 & Operation Safety Training classes.

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.

To improve safety on campus at night Security established a night shuttle that that serves the dual purpose of patrolling campus and providing rides for those parked in remote lots.

Security works directly with Facilities and Purchasing regarding lighting and building maintenance reports and other potential hazards. This cooperation has resulted in:

- Allotment of $100,000 in 2006 that improved exterior lighting in poorly lit areas.
- Increase and upgrade of emergency phones to a total of 13 with plans for five more.
- Addition of 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.
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Security staff members also work with the Risk Manager in weekly Community Services
meetings to determine appropriate use of college facilities by outside groups. They have
membership in the Risk Manager’s Safety Committee group.

The same criteria and process is used for 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 Center show that the off-campus sites are very safe (IIIB.2). 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. Additionally, there are fewer emergency phones
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.

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 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 & Operations. The Facilities & 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.
- Campus wide seismic assessment (funded by the State) of existing buildings for structural
adequacy by Kanda and Tso Associates in 1999 (IIIB.3).
- Routine inspections by local Fire Department for potential fire hazards and building code
compliance (IIIB.4).
- Prioritization and immediate response to Facilities & Operations work orders identifying
health and safety issues.
- Completion and submission of either Safety Suggestion Form or Health & Safety
Workplace Inspection Form included in the College’s Injury and Illness Prevention
Program (IIPP) (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 & 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, F&O staff are assigned radios and required to wear uniforms to assist with emergency operations.

*Hazardous Materials.* In March 2007, the college hired Industrial Hygiene Management, Inc (IHM) to update the previous asbestos assessment report the district completed in 1988 (IIIIB.7, IIIIB.8). IHM surveyed seven buildings at 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 staff and faculty are trained to provide a safe learning and working environment, and to be good stewards of college facilities:

- Injury and Illness Prevention Program (IIPP)
- Ergonomics
- Bloodborne Pathogens
- Chemical Hygiene
- Lab Safety
- Hazard Communication

These programs are overseen collaboratively by Risk Management, Facilities & Operations, Security and Human Resources & Legal Affairs. The Safety & Security Committee meets regularly to review safety programs, accident reports and make recommendations (IIIIB.9).

*Indoor Air Quality.* The newly planned School of Media Arts (SoMA) 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 (VOC) 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.
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- Chilling beam Heating, Ventilating and Air Conditioning (HVAC) 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 master document which is completed and distributed early in the preceding semester. Multiple reports are available through the Banner system to help facilitate this task. Even though student enrollments have increased steadily over the last five years due in large part to the efforts of the Executive Vice President the College has been careful in scheduling its on-campus class offerings to ensure classroom and lab availability.

Facility Assessment & 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 & 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 & 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 (ACT) 1000 work order system in 1999, a database of all work orders has been created assisting the Facilities management staff 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.10) 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 & 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.
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(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 of Instructional Programs, who then routes it through the college consultative process for prioritization and resource allocation.

(4) State Assessment
On a more official level, the State Chancellor’s Office conducted a facility condition assessment in 2003 and 2007 of all SBCC District 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 District 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.

Equipment

Equipment Sufficiency. Equipment needs are currently included in program review documents which are prepared by all departments in the college (III.B.11). Prior to the development of program reviews in December 2008 the College followed a very well established 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 (CPC) to be prioritized and allocated following the Colleges budget development processes.

In Fall 2008, the College implemented program reviews for instructional and operational units to formalize the link from planning to allocation of funds to the College Plan. 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 relevant shared governance groups, the Executive Council 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.
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Equipment Assessment & 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, District 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 accomplish routine and regular maintenance. One-time funds are normally allocated for extraordinary needs.

The District 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 (IIIIB.12). Declared surplus equipment is first offered to other District departments, other local schools, then to various organizations oriented towards the reuse or recycling of the used equipment.

Allotments for new equipment and furniture are not always included in state funded projects, especially renovation projects where the assumption is existing equipment will be reused. Should it be needed, the College purchases the equipment and furniture at its own cost.

Security manages the safety 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 SBCC's 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, it will be phasing out that service by June, 2009. In preparation for this, 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 joins 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
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associated with its proprietary competitors such as Echo360, Tegrity, or Apresso, and a relatively modest $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 distance education promises “anytime, anywhere” learning, faculty and students can engage in teaching and learning from off-campus locations. However, 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.

SELF-EVALUATION

Facility Utilization & Scheduling

SBCC meets the standard in the following areas: The primary process used by the College for evaluating facility use is the annual submission of the Five-Year Construction Plan (IIIB.17) to the state Chancellor’s Office. The Five-Year Construction Plan is an annual summary of current and proposed capital outlay projects identifying the District’s total projected capital improvement needs. To support the District’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. 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.32) to better match class sizes with room capacity.

The College is reviewing the room utilization on the Main Campus and at Continuing Education in an attempt 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 classes back to the two campuses and is researching the possibility of moving the Cosmetology program to the Wake Center. In addition, the Director, Facilities & Campus 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.

Construction Planning
The District 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 District 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 (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 assist in 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.

In areas experiencing growth and increasing enrollments the College has successfully expanded or modified facilities to provide the needed resources:

The Gateway for Student Success Center: Through the consultative process the District developed the Student Success Initiative. The initiative identified the need for a Student Success Center, to house the program, and additional resources for staffing, equipment and materials. The District 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 Student Success Initiative, now called the Partnership for Student Success, which 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 District is currently exploring the possibility of relocating the Cosmetology program to the Wake Center. This relocation would relieve the District of $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

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 (SoMA) building (IIIB.35). However, there is currently no campus policy to apply the same level of green building standards for any remodel or construction project as is enjoyed by the SoMA project, nor green standards for general campus operations. In Fall 2007, a study group was formed at the request of the President/Superintendent to review the impacts of signing the American College & University Presidents Climate Commitment (IIIB.13) and make a recommendation on their findings. This group went on to formally conclude that it would “benefit the college to sign this commitment” (IIIB.14). After following the consultative process and receiving the endorsement of the Academic Senate, the Student Senate, the College Planning Council and the Executive Council this document and its potential benefits has remained a low priority for Board of Trustees endorsement. 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.

PLANNING AGENDA

To strategize for the multiple major renovation projects included in the Five-Year Construction Plan, the College has contracted with a construction manager to assist in the development of a master swing space plan, effectively and efficiently relocating all affected instructional departments. 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 while minimizing possible costs to the College.

To implement sustainable policies and procedures, the stakeholders group listed above will continue to develop consensus among student, staff and faculty to illustrate to the Board of Trustees how the College’s physical resources create a significant environmental impact, primarily in energy use and waste production. Efforts will continue to obtain Board of Trustee approval of the American College and University President’s Climate Commitment which would provide top-down support for developing and implementing District wide green standards for building operations and construction, and for multiple campus-wide operations. Specific steps
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that can be taken in support of this effort and that are included in the Campus Development Operational Program Review (III.B.43) include:

- Director, Facilities & Campus Development to pass LEED exam to become Accredited Professional.
- Begin process (register) to get at least two existing buildings to receive Leadership in Energy and Environmental Design Existing Building (LEED EB) certification.
- Develop District design and construction standards to provide to Architect’s and Engineer’s and incorporate sustainable practices where appropriate.
- Update District’s General Conditions boiler plate, and incorporate sustainable practices where appropriate.
- Develop Integrated Pest Management (IPM) plan.
- Develop District recycling plan to improve current recycling statistics and a blueprint for purchasing new and replacement equipment.

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 Santa Barbara City College staff, faculty and administration are involved in District-wide master planning through the consultative planning process involving specific college committees and organizations. 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 and staff. The Planning and Resources sub-committee of the Academic Senate ranks projects based on campus need. These rankings are then sent to the full Academic Senate for approval and comment. Upon ratification by the Academic Senate they are sent to the College Planning Committee (CPC) for final approval.

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 areas of: performance, spatial, educational and regulatory. This development is done at a preliminary level when developing Final Project Proposals (III.B.15) 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 faculty, staff, students and the general 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 college employees with a means for reporting facility and equipment related issues, especially those pertaining to health and safety. Administrative staff in the Facilities & Operations (F&O) 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 F&O 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.

The District allocated $3,043,000 towards maintenance and upkeep of district 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 & Operations departments: includes the Maintenance, Custodial and Grounds departments.
- Transportation department: manages and maintains all college vehicles for the rental fleet, F&O, Vanpool, Educational Programs and two 40+ passenger buses.
- Community Recreation: cleaning, maintenance and repair of facilities associated with athletics and special events.

Routine repairs and maintenance on building equipment is handled by the F&O department. 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, etc., are not adequate. Once the SoMA 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 essential as technologies for building equipment advance.

The District’s commitment towards funding major maintenance and scheduled maintenance projects has grown incrementally in the past five years, however, the Scheduled Maintenance & Special Repairs Program Five-Year Plan (IIIB.16) 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, etc., thousands of feet of utility lines, and hundreds of doors, switches, windows, filters, etc., 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 does not have adequate staff to perform these tasks.
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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 district 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 & Special Repairs Program Five-Year Plan (IIIB.16).

SELF-EVALUATION
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.10). 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. This concern is reflective of the minimal staffing levels of the Facilities & 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 able to be resolved for several years due to current and projected budget restrictions and to the implications of the prioritization process of the consultative process.

In addition to staffing improvements, another area that the College’s planning efforts must address is facility utilization. Currently, the District does not have good utilization rates as reflected in the Five Year Construction Plan (IIIB.17). 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. In evaluating this, 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 CE 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 Continuing Education to address improving utilization. More classes have been scheduled on Friday at the Main Campus. Continuing Education has brought classes back to the two campuses and is researching the possibility of moving cosmetology to the Wake Center.
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PLANNING AGENDA
Business Services intended to conduct another survey in 2008. However, the Executive Council decided to combine all operational department surveys into a single document entitled Workplace Environment Assessment (IIIB.42). Draft questions for Business Services were prepared and submitted for inclusion. Results of this survey currently remain with Human Resources/Legal Affairs for their compilation and distribution.

The current work order system for Facilities & 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.18) 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 (F&O, IT, Helpdesk). The upgraded system would also allow users to check the status of a work order and would allow F&O staff to post comments and identify any reasons for delay. At the October 30th 2008 Board of Trustees meeting, the proposal by Symantec (IIIB.19) 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 2009.

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 healthy 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 project was to provide access from lower building levels and parking lots to upper level of campus.

In 2006, the College contracted with Access Unlimited, an accessibility consultant, to update the former 1993 access survey of District facilities (IIIB.20) and to establish a new database to begin resolving non compliant building conditions and site features. The assessment is approximately 95% complete (IIIB.21). Currently, the consultant is working with the College’s IT department to develop an intranet site for appropriate college staff to be able to access the results of the survey in order to begin planning barrier removal projects.

In February 2007, consultants under contract to 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 (IIIB.22). The College responded to the findings with a voluntary compliance plan (Voluntary Compliance Plan for the Santa Barbara Community College District, May 30, 2007). 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 building (School of Media Arts) or with funding included in the bond.

Transportation & Parking
The College developed the Transportation Demand Management Plan (TDMP) to resolve parking issues with alternative solutions rather than adding more parking (III.B.23). Measures in this plan include incentives and infrastructure development to support alternative transportation modes such as carpooling, the Vampool 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 1999 through Spring 2007, while on-campus enrollment has increased 12%.

Table 1. SBCC Peak Parking Demand and Main Campus Attendance, 1999 to 2007

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>Peak Parking Demand</th>
<th>Peak Parking Change in Demand Since 1999</th>
<th>On-Campus Enrollment</th>
<th>On-Campus Enrollment Change Since 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>2,424</td>
<td>--</td>
<td>12,350</td>
<td>--</td>
</tr>
<tr>
<td>2000</td>
<td>2,409</td>
<td>-0.62%</td>
<td>12,568</td>
<td>1.80%</td>
</tr>
<tr>
<td>2001</td>
<td>2,437</td>
<td>1.16%</td>
<td>12,422</td>
<td>-1.16%</td>
</tr>
<tr>
<td>2002</td>
<td>2,465</td>
<td>1.15%</td>
<td>13,486</td>
<td>8.57%</td>
</tr>
<tr>
<td>2003</td>
<td>2,378</td>
<td>-3.53%</td>
<td>14,068</td>
<td>6.20%</td>
</tr>
<tr>
<td>2004</td>
<td>2,407</td>
<td>1.22%</td>
<td>14,020</td>
<td>-2.11%</td>
</tr>
<tr>
<td>2005</td>
<td>2,361</td>
<td>-1.91%</td>
<td>14,048</td>
<td>0.20%</td>
</tr>
<tr>
<td>2006</td>
<td>2,321</td>
<td>-1.69%</td>
<td>13,969</td>
<td>-0.56%</td>
</tr>
<tr>
<td>2007</td>
<td>2,382</td>
<td>2.63%</td>
<td>13,867</td>
<td>-0.73%</td>
</tr>
<tr>
<td>Cumulative</td>
<td>-1.73%</td>
<td></td>
<td></td>
<td>12.28%</td>
</tr>
</tbody>
</table>

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.
Standard III: Resources
B. Physical Resources

Figure 1. On-Campus Headcount Compared to Total Headcount

[Graph showing On-campus Headcount Compared to Total Headcount]

Off-Site Services
To ensure off-site facilities receive equal oversight in upkeep, maintenance, planning and
collection the College reorganized the Facilities and Campus Development management
structure in April 2008 to create a new Director, Facilities position to oversee the Wake Center
and the Schott Center (III.B.24). 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 (III.B.25). These titles
were developed in 2004 by Human Resources and the center deans 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. However, 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 (III.B.10), evaluated how secure individuals felt on campus and
their knowledge of security services that were available. The Security Department responded to
the surveys and data collected in incident reports and observations by security staff by hiring
additional staff, increasing training and improving enforcement of rules and regulations.

Self-Evaluation
Access compliance is included on the list of projects for the Measure V Bond, which was passed
by the local voters in June 2008 (III.B.26). 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 an F&O 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 and has hired a professional consultant to complete an updated survey, the college will be able to prioritize access improvement 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 deferred 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.27). 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 SoMA project, required the College to remove the structure from its Long Range Development Plan (IIIB.28) in order to obtain approval for SoMA.

The growth in the student population at the off-site facilities created a greater demand for increased security at both the Wake and Schott Centers. This demand cannot be met with the current structure which requires the custodial/maintenance staff to provide those services. It has also been proposed to begin charging parking fees for Continuing Education in Fall 2009. This would require a security staff to enforce the parking regulations including issuing citations and monitoring the lots for compliance. The administrators at both facilities have been requesting additional support to deal with other situations that need to be handled by well trained and experienced security. Primarily, these situations involve altercations between students or with people on campus who are not students.

PLANNING AGENDA
The California Coastal Commission approval of the SoMA 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 the campus are under review as potential locations for this additional parking. Construction for the SoMA project is currently scheduled to begin in January 2010 so plans for and construction of these 60 additional parking spaces will commence soon.
Standard III: Resources
B. Physical Resources

It is the College’s goal to create a security staff for both off-site campuses, whose function would be to patrol the grounds, issue parking citations, respond to incident calls and conduct lighting reports.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTIVE SUMMARY

The primary process used by the College for evaluating facility use is the annual submission of the Five-Year Construction Plan (IIIB.17) to the state Chancellor’s office. The Five-Year Construction Plan is an annual summary of current and proposed capital outlay projects identifying the District’s total projected capital improvement needs. To support the District’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).

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.29) 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.30).
- **Room Availability Report**: This report identifies the days and times that classrooms/laboratories are available to schedule classes (IIIB.31).
- **Priority Room Chart**: This chart lists the priority for scheduling courses offered by a department in a particular classroom or laboratory (IIIB.32).
- **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.17).

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 College’s Five-Year Construction Plan and Measure V Bond.
Standard III: Resources
B. Physical Resources

SELF-EVALUATION
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 from Monday-Thursday. In addition, an increasing number of four or more unit courses that in the past were offered four 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 Executive Vice President, in consultation with 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 (IIIIB.33).

It has become increasingly difficult to offer the full range of courses required to meet student learning needs for two reasons. First, SBCC must accommodate its current enrollment increase and demands. Second, must offer a greater number of four and five contact-hour basic skills courses that allow students to meet course pre-requisite requirements. 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 it 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 District's 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. The Executive Vice President, in consultation with the Academic Senate, has 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.

PLANNING AGENDA
1. A plan will be developed by December 2008 to increase lecture classroom efficiency rates to meet future program and services needs. This plan will be used in developing the 2009 Fall Schedule of classes.
Standard III: Resources
B. Physical Resources

2. A plan will be developed by December 2008 for offering a greater number of credit courses at the Wake and Schott Centers and, if needed, at other non-Main campus locations.

3. The Educational Programs Master Plan will include alternative strategies for offering instructional programs and services that meet the changes in learning needs of students.

4. Use the results and recommendations contained in the study that will be completed by United Research Services (URS) Corporation to develop and implement the plan to maximize the effectiveness the College is using its facilities to meet the needs of its programs and services.

2. a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

Long Range Planning
In the late 1960s the SBCC 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.34). 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 District’s Long Range Development Plan (LRDP) was established and has become one of its primary planning documents (IIIB.28). The Long Range Development Plan is required to be amended and approved by the California Coastal Commission regularly.

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 (SoMA) 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.35).

The College’s LRDP was most recently revised in April 2008 (IIIB.28) 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.36)
Standard III: Resources
B. Physical Resources

In June 2008, the District successfully passed Measure V (IIIB.26), 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 District for $92 million in matching state funds for projects included in the District’s Five-Year Construction Plan (IIIB.17). Each year the District 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 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 2. SBCC’s Approved State Funded Projects Since 2002

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth &amp; Biological Science Remodel</td>
<td>Complete building renovation of 46,500 gross square feet gsf for seismic upgrades, building and fire code compliance, accessibility compliance and instructional program improvements.</td>
</tr>
<tr>
<td>Physical Science Renovation – West Wing</td>
<td>Building renovation of the west wing of the Physical Sciences building to eliminate health and safety hazards for students and staff, and to meet current building code and accessibility requirements.</td>
</tr>
<tr>
<td>Gym Remodel</td>
<td>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.</td>
</tr>
<tr>
<td>High Technology Building/School of Media Arts (SoMA)</td>
<td>Construction of a new 65,000 square foot high technology building for the School of Media Arts (SoMA) to consolidate programs currently scattered throughout campus into a single facility.</td>
</tr>
<tr>
<td>Drama Music Modernization</td>
<td>Complete building renovation of 35,000 asf to provide state of the art technologies for instructional programs, to meet current building, fire life safety and accessibility code.</td>
</tr>
</tbody>
</table>
Standard III: Resources
B. Physical Resources

In the six years since the previous self study, the District 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 generally cover all project costs for the successful completion of a project resulting in the need for the District 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.

Table 3. Projects Included in Measure V

<table>
<thead>
<tr>
<th>Project</th>
<th>State Funding</th>
<th>District Funding</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Compliance Issues</td>
<td>$ -</td>
<td>$ 4,050,000</td>
<td>$ 4,050,000</td>
</tr>
<tr>
<td>Drama Music</td>
<td>$ 12,711,681</td>
<td>$ 9,976,731</td>
<td>$ 22,688,412</td>
</tr>
<tr>
<td>Unfunded Major Maintenance Projects (50%)</td>
<td></td>
<td>$ 8,828,758</td>
<td>$ 8,828,758</td>
</tr>
<tr>
<td>High Tech - School of Media Arts</td>
<td>$ 32,072,000</td>
<td>$ 9,345,200</td>
<td>$ 41,417,200</td>
</tr>
<tr>
<td>Contribution from Foundation for SoMA</td>
<td></td>
<td></td>
<td>$ 5,000,000</td>
</tr>
<tr>
<td>Physical Science East Wing Modernization</td>
<td>$ 4,225,000</td>
<td>$ 3,033,333</td>
<td>$ 7,258,333</td>
</tr>
<tr>
<td>Schott Center Modernization (ADA/Seismic)</td>
<td>$ 9,506,000</td>
<td>$ 7,084,680</td>
<td>$ 16,590,680</td>
</tr>
<tr>
<td>Humanities Building Modernization</td>
<td>$ 17,893,864</td>
<td>$ 14,051,134</td>
<td>$ 31,944,998</td>
</tr>
<tr>
<td>Unfunded Major Maintenance Projects (balance)</td>
<td>$ -</td>
<td>$ 8,828,758</td>
<td>$ 8,828,758</td>
</tr>
<tr>
<td>Classroom/Lab Modernization for nursing, health, auto and other career tech programs</td>
<td>$ 1,099,149</td>
<td>$ 1,173,459</td>
<td>$ 2,272,608</td>
</tr>
<tr>
<td>Wake Center modernization</td>
<td>$ 8,813,710</td>
<td>$ 6,586,929</td>
<td>$ 15,400,639</td>
</tr>
<tr>
<td>Campus center - School of Culinary Arts Renovation &amp; Expansion</td>
<td>$ 4,998,862</td>
<td>$ 3,811,084</td>
<td>$ 8,809,946</td>
</tr>
<tr>
<td>Physical Science 101 Modernization</td>
<td>$ 738,628</td>
<td>$ 471,947</td>
<td>$ 1,210,575</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 92,058,894</strong></td>
<td><strong>$ 77,242,012</strong></td>
<td><strong>$174,300,906</strong></td>
</tr>
</tbody>
</table>

In addition to the major renovation and new construction projects, Table 3 includes a line item for unfunded major maintenance projects that is also included in the bond. As shown, a significant amount of bond funds have been allocated to major maintenance projects, which are identified in Table 4.

Table 4. Major Maintenance Projects Included in Measure V Bond

<table>
<thead>
<tr>
<th>Project #</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6518</td>
<td>Loma Alta Crosswalk ADA Compliance</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>6531</td>
<td>Student Services - air balance</td>
<td>$ 125,000</td>
</tr>
<tr>
<td>6536</td>
<td>Schott Center - emergency lighting system</td>
<td>$ 82,240</td>
</tr>
<tr>
<td>6549</td>
<td>Humanities- Sculpture area roof</td>
<td>$ 75,000</td>
</tr>
</tbody>
</table>
### Standard III: Resources
#### B. Physical Resources

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture - fencing and path</td>
<td>$90,000</td>
</tr>
<tr>
<td>IDC, BC - Exterior paint</td>
<td>$100,000</td>
</tr>
<tr>
<td>East Campus - all-weather bus stop</td>
<td>$100,000</td>
</tr>
<tr>
<td>Press Box - Modernize</td>
<td>$1,706,000</td>
</tr>
<tr>
<td>Bridge Deck - Replace/repair</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>CC bldg - seismic re-glazing (remainder)</td>
<td>$298,400</td>
</tr>
<tr>
<td>Campus Wide - Exterior electronic locks</td>
<td>$300,000</td>
</tr>
<tr>
<td>Photovoltaic System Installation (Carports)</td>
<td>$2,350,000</td>
</tr>
<tr>
<td>Children's Center - misc. repairs and upgrades</td>
<td>$100,000</td>
</tr>
<tr>
<td>Cafeteria /GDR - Install grease trap &amp; replace GDR floor drains</td>
<td>$75,000</td>
</tr>
<tr>
<td>Parking Structure - Pigeon Decontamination</td>
<td>$80,000</td>
</tr>
<tr>
<td>La Playa Stadium - Replace bleacher seating</td>
<td>$50,000</td>
</tr>
<tr>
<td>Campus Wide - Chiller coil replacement and coating</td>
<td>$189,200</td>
</tr>
<tr>
<td>Student Services Building - Repair &amp; refinish trellis</td>
<td>$250,000</td>
</tr>
<tr>
<td>Pershing Park - Softball facility upgrade</td>
<td>$200,000</td>
</tr>
<tr>
<td>Campus Wide - Upgrade Energy Management System (EMS)</td>
<td>$200,000</td>
</tr>
<tr>
<td>PE - Replace doors and door hardware - Sports Pavilion</td>
<td>$100,000</td>
</tr>
<tr>
<td>ECC 1-15 - Replace HVAC units</td>
<td>$42,000</td>
</tr>
<tr>
<td>PE - Replace lockers - women &amp; men's locker rooms</td>
<td>$25,000</td>
</tr>
<tr>
<td>PE - new landscape at ramps, 3rd floor and La Playa</td>
<td>$100,000</td>
</tr>
<tr>
<td>PE - paint hallways on first and second floor of pavilion</td>
<td>$25,000</td>
</tr>
<tr>
<td>PE - recarpet men's team room &amp; women's staff locker room</td>
<td>$25,000</td>
</tr>
<tr>
<td>PE - Sports Pavilion - Paint 2nd floor hallway</td>
<td>$10,000</td>
</tr>
<tr>
<td>PE - Sports Pavilion - handrail at upper walkway</td>
<td>$17,000</td>
</tr>
<tr>
<td>PE - new cabinets and seating in LFC &amp; HPC</td>
<td>$25,000</td>
</tr>
<tr>
<td>PE - paint exterior</td>
<td>$100,000</td>
</tr>
<tr>
<td>PE - replace bleachers in gym</td>
<td>$50,000</td>
</tr>
<tr>
<td>PE - Sports Pavilion - Replace Gym Floor</td>
<td>$1,002,793</td>
</tr>
<tr>
<td>PE - upgrade all restrooms</td>
<td>$200,000</td>
</tr>
<tr>
<td>PE - Repair patio at Gym entry (tar issue)</td>
<td>$50,000</td>
</tr>
<tr>
<td>Campus Wide - Emergency loudspeaker system</td>
<td>$150,000</td>
</tr>
<tr>
<td>IDC - Replace flooring &amp; paint interior</td>
<td>$500,000</td>
</tr>
<tr>
<td>LRC - Heating - install reheat system</td>
<td>$25,000</td>
</tr>
<tr>
<td>LRC - Remodel (Pike): Phase I</td>
<td>$150,000</td>
</tr>
<tr>
<td>LRC - Remodel (Pike): Phase II</td>
<td>$150,000</td>
</tr>
<tr>
<td>MDT - resurface driveway</td>
<td>$35,000</td>
</tr>
<tr>
<td>A183, MDT, H300, H304, H307, H308 - New carpet</td>
<td>$25,000</td>
</tr>
<tr>
<td>PE - Upstairs locker room New VCT-BC101,</td>
<td>$25,000</td>
</tr>
<tr>
<td>OE 180 - replace heating system</td>
<td>$20,000</td>
</tr>
<tr>
<td>OE, Hum, IDC, PE - Paint interior rooms (misc.)</td>
<td>$25,000</td>
</tr>
<tr>
<td>Pershing Park - replace screens at tennis courts</td>
<td>$15,000</td>
</tr>
<tr>
<td>Campus Center - Repair columns</td>
<td>$50,000</td>
</tr>
<tr>
<td>ECC 5-7, 17, 18, 21 and Bookstore - Repair Roofing -</td>
<td>$75,000</td>
</tr>
<tr>
<td>Humanities building - Replace carpets</td>
<td>$525,000</td>
</tr>
</tbody>
</table>
Standard III: Resources
B. Physical Resources

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-101 - Replace seating</td>
<td>$50,000</td>
</tr>
<tr>
<td>Campus Wide - Replace urinals, toilets and drinking fountains</td>
<td>$50,000</td>
</tr>
<tr>
<td>La Playa - Resurface track</td>
<td>$500,000</td>
</tr>
<tr>
<td>Schott Center - parking lot resurface</td>
<td>$120,000</td>
</tr>
<tr>
<td>Schott Center - replace heater</td>
<td>$30,000</td>
</tr>
<tr>
<td>East Campus - Snack Shop</td>
<td>$300,000</td>
</tr>
<tr>
<td>West Campus - Snack Shop</td>
<td>$300,000</td>
</tr>
<tr>
<td>Student Services - Recarpet second floor</td>
<td>$50,000</td>
</tr>
<tr>
<td>Wake - replace child size plumbing fixtures w/standard</td>
<td>$25,000</td>
</tr>
<tr>
<td>Admin, HRC &amp; MDT (F&amp;O) - Upgrade elevators</td>
<td>$118,000</td>
</tr>
<tr>
<td>Campus Wide - Upgrade emergency Phone system</td>
<td>$50,000</td>
</tr>
<tr>
<td>Oak Restoration area - Video surveillance cameras (review)</td>
<td>$40,000</td>
</tr>
<tr>
<td>Wake - CE Cosmetology conversion by Summer 2010</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Wake Center - resurface parking lot</td>
<td>$300,000</td>
</tr>
<tr>
<td>DM - Air Handler Replacement</td>
<td>$248,000</td>
</tr>
<tr>
<td>Humanities - Chiller pump retrofit</td>
<td>$25,000</td>
</tr>
<tr>
<td>Humanities - soundproof rooms 300-303</td>
<td>$33,000</td>
</tr>
<tr>
<td>Humanities - south stairwell upgrades</td>
<td>$11,000</td>
</tr>
<tr>
<td>La Playa - Resurface artificial turf</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

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 & Operations staffing costs

Planning and management of capital improvement project costs is assigned to the Vice President of Business Services and the Director, Facilities & Campus Development. Annual allocations for utilities and maintenance projects are determined by the Controller based on analysis of previous needs and expenditures. Facilities & Operations staffing levels have been determined by the College’s consultative process based on resource availability and prioritization. However, recent implementation of the program review process will modify this process and hopefully address deficit staffing in this area.

Expenditures for maintenance and upkeep of facilities are tracked and published annually in the College’s annual Institutional Effectiveness report (III.B.37). Figure 2 from the 2007-08 report is a bar chart showing annual expenditures for maintenance and upkeep of college facilities starting with the 2003-04 fiscal year. Budgets that are included in the amounts identified include salaries,
employee benefits, supplies and materials, and other operating expenses and services. Amounts do not include monies allocated for major maintenance and construction.

**Figure 2. Annual Expenditures for Maintenance and Upkeep of Facilities 2003-08**

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 Simpler Systems software 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.37) and follows:

**Table 5. Cost of Electricity, Gas and Water per Square Foot 2003 to 2007**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Cost of Electricity per Square Foot</th>
<th>Cost of Gas per Square Foot</th>
<th>Cost of Water per Square Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>$1.40</td>
<td>$0.20</td>
<td>$0.27</td>
</tr>
<tr>
<td>2004</td>
<td>$1.38</td>
<td>$0.25</td>
<td>$0.25</td>
</tr>
<tr>
<td>2005</td>
<td>$1.51</td>
<td>$0.29</td>
<td>$0.21</td>
</tr>
<tr>
<td>2006</td>
<td>$1.64</td>
<td>$0.22</td>
<td>$0.22</td>
</tr>
<tr>
<td>2007</td>
<td>$1.61</td>
<td>$0.28</td>
<td>$0.29</td>
</tr>
</tbody>
</table>

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.38). This report identified the college’s energy consumption and provided recommendations for energy efficiency measures to implement to improve the college’s efficiency. 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 6 summarizes these accomplishments to date.

Table 6. SBCC Energy Efficiency Projects Completed Since 2003

<table>
<thead>
<tr>
<th>Energy Conservation Measure Description</th>
<th>ECM Implementation Cost ($</th>
<th>Projected Annual Savings ($)</th>
<th>Equipment Life Cycle (Years)</th>
<th>Projected Life Cycle Savings ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiller Replacements (6)</td>
<td>529,525</td>
<td>114,544</td>
<td>25.0</td>
<td>6,284,401</td>
</tr>
<tr>
<td>Phase 1 Lighting &amp; Controls Campus Wide</td>
<td>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</td>
<td>882,725</td>
<td>188,800</td>
<td>6.0</td>
</tr>
<tr>
<td>Phase 2 Lighting &amp; Controls Campus Wide</td>
<td>416,500</td>
<td>60,794</td>
<td>6.0</td>
<td>3,335,433</td>
</tr>
<tr>
<td>Stadium Lighting</td>
<td>Upgrade stadium lighting to improve energy efficiency and minimize spill light and glare</td>
<td>284,498</td>
<td>11,213</td>
<td>10.0</td>
</tr>
<tr>
<td>Boiler Replacements (3)</td>
<td>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.</td>
<td>206,456</td>
<td>49,740</td>
<td>30.0</td>
</tr>
<tr>
<td>Vending Misers</td>
<td>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.</td>
<td>28,500</td>
<td>22,720</td>
<td>5.0</td>
</tr>
<tr>
<td>Photovoltaic Project</td>
<td>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.</td>
<td>2,380,000</td>
<td>90,000</td>
<td>25.0</td>
</tr>
<tr>
<td>Heaters</td>
<td>Replaced three existing heating units at the School of Culinary Arts building with new Sterling heat/vent units.</td>
<td>79,000</td>
<td>19,098</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>$4,807,204</td>
<td>$ 556,909</td>
<td></td>
<td>$30,554,541</td>
</tr>
</tbody>
</table>
SELF-EVALUATION
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 even 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 Council, 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, a collective endorsement that the College's previous bond did not have. 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 all college organizations and departments. To assist with 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.36)

Although well established, the Total Cost of Ownership process at the College does not adequately recognize staffing levels required for the amount of square footage the college occupies. In 2004, the Director of Facilities conducted a survey of other colleges of similar size and location to compare staffing levels for the maintenance department at SBCC against these colleges. Results, shown in Table 7, indicated that maintenance staffing levels at the College were critically insufficient when compared to levels at the other colleges based on square footage assigned per maintenance staff person.

| Table 7. Results of Informal Poll of Maintenance Staffing Levels at Other Community Colleges of Similar Size and Location |

<table>
<thead>
<tr>
<th>College</th>
<th>Campus Information</th>
<th>Size</th>
<th>Maintenance employees</th>
<th>SF per employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glendale</td>
<td>(1) main campus – Glendale (1) satellite campus – Glendale</td>
<td>566,194 SF</td>
<td>6</td>
<td>94,366 SF</td>
</tr>
<tr>
<td>Cuesta</td>
<td>(1) main campus – San Luis Obispo (2) satellite campuses – Paso Robles, Arroyo Grande</td>
<td>435,239 SF</td>
<td>11</td>
<td>39,567 SF</td>
</tr>
<tr>
<td>Cabrillo</td>
<td>(2) main campuses – Aptos,</td>
<td>533,000 SF</td>
<td>11</td>
<td>48,455 SF</td>
</tr>
</tbody>
</table>
### Standard III: Resources
#### B. Physical Resources

<table>
<thead>
<tr>
<th></th>
<th>Watsonville</th>
<th>Santa Barbara</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) leased site in Santa Cruz, maintained by owner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) main campus</td>
<td>684,905 SF</td>
<td>114,151 SF</td>
</tr>
<tr>
<td>(2) satellite campuses – Wake and Schott Centers</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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 and will bring this ongoing problem to the attention of the Board of Trustees. However to properly maintain such a valuable college asset, staffing levels should really be based on industry standards for maintenance and custodial staff per square foot.

### PLANNING AGENDA

The Facilities, Capital Projects, and Maintenance section of the 2008-11 College Plan (IIIB.39) shown below, formulates the basis of the College’s long range planning efforts as it moves forward with implementing the Measure V Bond (IIIB.26). Having been prepared, revised and ultimately approved by all college departments and organizations through the consultative process, the College Plan represents the College consensus on what long range planning efforts should focus on.

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**College Plan 2008-2011**

**FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE**

**Goal 7.** Implement the long range capital construction plan.

**Objective 7.1** To the extent fiscally possible, design and construct all new buildings and major modernization projects following best sustainability practices.

**Objective 7.2** By June 2011, complete a minimum 50% of the deferred maintenance projects included in the bond funding.

**Objective 7.3** Recycle at least 60% of the College’s overall waste as recorded and determined by the SBCC Institute Waste Management Bill (IWMB) annual report.

**Goal 8.** Create an optimal physical and technological environment that ensures the best service to students and the local community.

**Objective 8.1** Improve the utilization rate of facilities and other college resources in instruction...
and student support programs.

**Objective 8.2** To the extent fiscally possible, make progress towards providing universal access to existing and new facilities.

**Objective 8.3** Develop and implement guidelines and adhere to Section 508 standards for procurement of electronic and information technology and web accessibility.

**Objective 8.4** Evaluate the results of the accessibility assessment study to be completed in 2008-09 and use the results to develop an Americans with Disabilities Act (ADA) Transition Plan.

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 within projects that support these goals. Examples would include:

- Designing and constructing the School of Media Arts building to LEED silver certification.
- Inclusion of recycling requirements for construction and demolition waste in contract documents.
- Hiring a Project Management firm for the oversight and implementation of bond projects.
- Modernization of multiple buildings to meet and, if feasible, exceed current accessibility laws and codes.
- Designing projects to reduce square footage in overbuilt room categories and increase square footage in insufficient categories.
- Designing well-considered communication, data and electrical systems within projects to meet current needs and anticipate future requirements.

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 improved in 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 (IIIB.40). As a final step in preparing for the bond election, the master plan of projects was
Standard III: Resources
B. Physical Resources

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 Unfunded District Project document (III.B.41) is a master list of incomplete major maintenance projects that developed informally 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 for inclusion on the list. Once all this information is captured the Unfunded District Project document follows the consultative planning process for prioritization of projects and allocation of funds. Health & Safety projects are given automatic priority, the remainder are allocated as either a one, two or three level priority. A section is included at the bottom for unforeseen projects that require immediate action.

Prior to the program review process, equipment purchases were driven by academic program needs through the following process. First, academic departments would meet and determine needs in their areas. The results were then brought to the area dean. The deans from each division would meet at deans council with the Executive Vice President where equipment needs would be prioritized based on, first, health and safety, then on a discussion of what best met the needs of the students.

The program review process was implemented at the College in Fall 2008. Reviews are divided into three categories: Operational Program Reviews, Student Support Program Reviews and Instructional Program Reviews. Similar in format to other colleges, the program review process provides a hybrid system for facilities and equipment requests via an online form that requires a description and approximate cost, and that correlates to each department’s Major Needs & Objectives list. Each college department submitted the first draft of their program review document in December 2008. The consultative process for reviewing and prioritizing requests began in 2009, however the current budget uncertainties will most likely postpone any established milestones. This new process has formalized and streamlined the request process from what is described above in an attempt to provide a vehicle for all departments to have equal opportunity for explaining their individual objectives and associated physical resource needs.

Self-Evaluation
The numerous 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 at meeting those needs, which is illustrated in Table 8 below.
Table 8. Evaluation of Effectiveness of College’s Planning Documents

<table>
<thead>
<tr>
<th>Baseline Document</th>
<th>Program/Service Needs Addressed</th>
<th>Effectiveness</th>
</tr>
</thead>
</table>
| Program Review (IIIB.11)                               | • New facility and equipment needs based on information provided 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.                                                                                   |
| Unfunded Major Maintenance list (IIIB.41)              | • Ongoing/unforeseen repair or improvements not captured in the program review request.       | Multiple projects have been completed to date, primarily Healthy & Safety and Priority 1 projects. Bond funds and oversight by Program Manager should increase efficiency of project completion. |
| Scheduled Maintenance & Special Repairs Five Year Plan (IIIB.16) | • Projects identified by Facilities management that meets criteria for state funding.         | State funds have allowed the College to complete several critical infrastructure projects. Examples include fire alarm upgrades and replacement at new modular buildings, glazing upgrade for code compliance and seismic requirements at Campus Center, and replacement of inefficient HVAC and electrical equipment at multiple locations. |
| Five Year Construction Plan (IIIB.17)                  | • 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 College has renovated the Earth & Biological Sciences building, the Sports Pavilion and the west wing of the Physical Science building with state funding. State funding has been approved and utilized for the Drama Music Modernization project and the School of Media Arts project. |
| Long Range Development Plan (IIIB.28)                 | • 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 are worked on incrementally and are generally ongoing. |
| College Plan (IIIB.36, 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. However, integration of this documents objectives with the other plans listed above could be improved. |
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Due to the multiple major renovation projects included in the Five-Year Construction plan the College will need to develop a master swing space plan to effectively and efficiently relocate all instructional 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 (DSA) approved.
- Reduce operation and repair costs.
- Assist with deficient staffing in the F&O department.

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.
REFERENCES

IIIB.1 SBCC Security department Web site (http://www.sbcc.edu/security/)
IIIB.2 SBCC Security department, crime statistics (http://www.sbcc.edu/about/files/TOTALCRIMESTATS2006.pdf)
IIIB.3 Seismic survey, Kanda and Tso Associates, 1999
IIIB.4 Sample - City of Santa Barbara, Fire and Safety Inspection Notice
IIIB.5 SBCC Injury and Illness Prevention Program (http://www.sbcc.edu/boardoftrustees/files/Policies/BP6800Safety.pdf)
IIIB.7 AHERA Compliance Inspection Report for Santa Barbara City College, Louis W. Alves, January 1989
IIIB.8 Asbestos Assessment at Santa Barbara City College, Industrial Hygiene Management, Inc. March 2007
IIIB.9 SBCC Facilities, Safety, Security & Parking Committee, meeting minutes - sample
IIIB.10 SBCC Business Services 1987, 1992, 1999 and 2003 surveys
IIIB.11 Program review sample template
IIIB.12 SBCC Fixed Assets and Equipment Inventory list
IIIB.13 American College & University Presidents Climate Commitment letter
IIIB.14 11/27/07 letter to John Romo re: ACUPCC
IIIB.15 Sample - Final Project Proposal example (Administration Building Modernization)
IIIB.16 SBCC Scheduled Maintenance & Special Repairs Five Year Plan
IIIB.17 SBCC Five Year Construction Plan
IIIB.18 SBCC Request for Bid #637, Project: Helpdesk Ticketing Software
IIIB.19 Symantec Proposal for Helpdesk Ticketing Software, 9/4/08
IIIB.21 new accessibility survey results JOE
IIIB.22 onsite review Civil Rights compliance JOE/SUE
IIIB.23 Santa Barbara City College Transportation Demand Management Plan March 2007
IIIB.24 SBCC Classification Descriptions – Director-Facilities, Schott & Wake Center (http://www.sbcc.edu/hr/classificationinformation/)
IIIB.25 SBCC Classification Descriptions – Facilities Assistant (http://www.sbcc.edu/hr/classificationinformation/)
IIIB.26 Measure V Web site (http://www.sbcc.edu/measurev/)
IIIB.27 ATE Traffic Annual Traffic Counts
IIIB.28 Santa Barbara City College Long Range Development Plan, Revised April 2008
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IIIB.29 Room Utilization Report – sample
IIIB.30 Room Conflict Report – sample
IIIB.31 Room Availability Report – sample
IIIB.32 Priority Room Chart - sample
IIIB.33 Meeting Minutes for 11/21/02 Board of Trustees meeting approving the compressed calendar
IIIB.34 Master Plan for Santa Barbara City College, WBP Press, September 1974
IIIB.35 United States Green Building Council (http://www.usgbc.org)
IIIB.36 College Plan 2005-2008
IIIB.37 Santa Barbara City College Institutional Effectiveness Report 2006-2007
IIIB.38 Comprehensive Energy Analysis, Viron Energy Services, 2001
IIIB.39 College Plan 2008-2011
IIIB.40 P&R minutes, 23: Academic Senate minutes, 24: CPC minutes JOE
IIIB.41 Unfunded District Projects (G:\Accounting\Construction Accounting\MASTER SPREADSHEET\Master Spreadsheet 25.xls)
IIIB.42 Workplace Environment Assessment
IIIB.43 Operational Program Review – Campus Development
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Significant activity across all areas of technology has taken place over the last five years at Santa Barbara City College. This activity is reflected in the level of funding for technology resources over the past 5 years. When compared to the national averages for community colleges as reported in the EDUCAUSE Core Data Service Summary Reports, SBCC has been consistently higher than the national average for 2 year colleges in every year reported (Table 1). Although EDUCAUSE started including this statistic in the 2004-05 survey, the results of the 2007-08 are as yet unavailable. However the national percentages appear to be relatively stable and we can reasonably predict that SBCC will be above the national average in the 2007-08 and 2008-09 years as well.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Annual Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>12.00%</td>
</tr>
<tr>
<td>2004-05</td>
<td>9.50%</td>
</tr>
<tr>
<td>2005-06</td>
<td>7.00%</td>
</tr>
<tr>
<td>2006-07</td>
<td>4.50%</td>
</tr>
<tr>
<td>2007-08</td>
<td>2.00%</td>
</tr>
<tr>
<td>2008-09</td>
<td>-0.50%</td>
</tr>
</tbody>
</table>

Table 1.

As noted in Table 1, the percentage allocated to IT had an upswing in the 2005-06 and the 2006-07 budget years, reflecting the additional costs of implementing the SunGard Banner Student System. Since the bulk of this implementation effort and expenses were seen in those two years, by 2007-08 year 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, unlike many of the other schools listed in the national statistics, we do not include Telephone Services and Print and Duplicating Services in our technology budgets.

Supporting Information Technology at SBCC are a team of experienced professionals that includes 33 from the Information Technology Department, 15 from Educational Programs, and 7 IT support persons reporting directly to department chairs or deans. This team provides support for 1300 faculty/staff workstations, 1200 student lab workstations, 123 central servers, over 60 enterprise applications [Admin_Systems_Support_Matrix], 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 satellite campuses, our off-campus Early Learning Center, as well as the College’s off-campus Cosmetology Program [SBCC Infrastructure Survey - Feb-6-2009].

The College’s ample technology funding allows every full-time instructor to have their own computer and small groups of adjunct instructors to share clusters of computers. Every computer at SBCC is on a 4-year replacement cycle. Additionally, a computer is provided to each staff member that requires one. These are also placed on a 4-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 refreshed on a 3-year cycle. Due to the significantly increased support burden that this practice would place on the organization, computers that exit the cycle are not recycled for other uses within the college.

The following sections will detail the range of technology resources at the College.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Through its consultative process that includes all campus constituent groups, 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 all these services into an easy to use portal system. For faculty, the new system provided online access to rosters, reports, and student transcripts for advising and a variety of communications tools allowing them 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 access all the available 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 campus-wide technology satisfaction surveys, helpdesk query resolution trends, responses to College needs developed in the weekly Educational Programs – IT Coordination groups, actions taken following 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 [Institutional Effectiveness Report, Chapter 5, 2007-2008]. At the same time, the average age of our computers at replacement has been reduced from 4.6 years to 4.1 years [Institutional Effectiveness Report, Chapter 5, 2007-2008]. 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 [Institutional Effectiveness Report, Chapter 5, 2007-2008].

Santa Barbara City College has consciously chosen to embrace the technical advances of the 21st century and use them to the best advantage of institutional efficiency, access, organizational and teaching processes. College faculty, student and staff members continually represent their constituencies at 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 respective Vice President and are then discussed within CPC 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 broader fiscal uncertainty that looms across all California community college campuses, SBCC will continue to act cautiously and find creative ways to provide the best possible use of technology resources at the most reasonable cost.

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.

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

Network Infrastructure
The Santa Barbara City College technology infrastructure provides both a modern wide area network (WAN) spanning 3 campuses and 2 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 satellite 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 twenty-two hundred 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 [SBCC Infrastructure Survey - Feb-6-2009].

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. During January 2009, the College recorded over 2800 unique wireless-enabled devices connecting to the campus wireless network [1-09 WiFi Usage]. The largest number of wireless users connect in the Luria Library, the Learning Resource Center, and the Student Center.

The main data center located in the MacDougal Administration building 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. It is in this data center that all of the College’s onsite enterprise applications are hosted.

Server configurations for most of our mission-critical applications employ an N-Tier model (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 we were able to replace aging Key systems with VoIP handsets connecting to satellite PBXs over existing data circuits. This initiative enhances our communication services with clearer and more reliable technology while lowering our 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 [Banner Implementation Documents]. Procurement began with the issuing of an RFP in December 2004, with a response requested by January 21, 2005. 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 a hundred 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 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 September 2005 with a planning phase. The implementation timeline for 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
- 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 SunGard ERP. The SunGard 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 our Banner implementation we also began the integration of our 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. Over the past year we have integrated many applications into the Luminis portal. These include, but are not limited to DARS, a degree audit application for students; Job Connection, a job placement service for students; Xythos, a web file storage solution for students and faculty; and Moodle[Banner, Moodle, Portal documentation], our newest learning management system on campus. The SCT Banner Luminis portal, known on campus as Pipeline, can be seen at http://pipeline.sbcc.edu/. Upon signing in, students, faculty and staff then have access to a personalized portal providing email, 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 SBCC 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 [Media enhanced classroom list], 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 and undertaken in accordance with the SBCC Master Educational Programs Technology Planning Guide [SBCC Master Educational Programs Technology Planning Guide], 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. However, budget cuts and the continued financial uncertainty resulting from the State fiscal crisis have delayed phases 2 and 3 of this project.

To support faculty and student interest in reusable learning objects, the College joined the Carnegie-Mellon Socrates Project [Carnegie Mellon Socrates Project agreement] in 2007 and thereby signed an agreement to implement the Panopto CourseCast classroom capture system [Panopto Course Cast lecture system]. 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 Echo360™, Tegrity™, or Apreso™. SBCC also joined the California Community College EduStream [California Community College Edustream consortium] consortium 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 2009 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 (classroom clickers) pilot [Student response systems pilot] and the subsequent recommendation by the faculty, staff, and administrators on the Instructional Technology Committee [ITC recommendation in minutes re: student response systems pilot] 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 [SBCC Infrastructure Survey - Feb-6-2009]. The 2008-2011 Technology Plan addresses extending wireless services to the Schott and Wake campuses as well.
Distance education [Distance Education (COI minutes date?)] at SBCC is also undergoing rapid changes in accordance with student demand for increased interactivity and social presence in their online classes [2007-2008 Academic Year SBCC Online College Student Experiences Survey]. This campus-wide project began in 2007 and is being undertaken in three phases.

In the first phase, which took place throughout 2007-2008 academic year, the College conducted a thorough examination of propriety and open-source course/learning management systems [Moodle examination and documentation and lit review] including a review of the research literature [include Doug’s bibliography of handouts provided in COI], surveys of and discussions with other colleges, and an institution-wide dialog. Following this research and discussion, the Committee on Online Education (COI) voted in favor of migrating from the costly and confining Blackboard course/learning management system to a customized enterprise-level integration of the open-source system known as Moodle (modular object-oriented dynamic learning environment). Their recommendation [LMS Proposal] was approved by the faculty senate in spring 2008.

In Phase II [Moodle Phase II documentation] of this initiative, which began after the faculty 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 4-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 [Banner, Moodle integration documentation]. By summer 2009, all courses previously taught at the College in Blackboard will be transitioned to Moodle [Moodle Phase II documentation] and will allow 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 robust, feature-rich 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 [Moodle Phase III] of this initiative begins in fall 2009 and continues through 2011. There will be three outcomes of this phase. First, every SBCC 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 [Moodle 3 Phase Plan], which reinvests funds that will no longer be spent on proprietary vendor licensing and hosting fees, will allow the College’s distance and technology-enhanced educational initiatives an unprecedented freedom to scale and evolve in accordance with the increased demands and expectations that students have already shown for remote and hybrid educational experiences [SBCC Online College Student Experience Survey]. Moreover, with the Moodle-Banner integration and ensuing auto-generation of course shells for all courses offered at SBCC, the institution will unify support of their teaching and learning efforts under a, flexible, consistent learning interface for students in online, hybrid, and Web-enhanced 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 this new environment. This orientation will be deployed with the Moodle transition in summer 2009. 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 [Pipeline Strategic Planning workgroup (agenda/minutes)] 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 the spring semester of 2008 the portal has evolved from a 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 from January 26th, 2009 to 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 on each visit [Reference Google analytics report of this timeframe]. With the migration of CE payroll to the SCT Banner payroll system, all CE 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, for faculty and students course shells, the Job Connection, which is a posting area for student jobs available on and off campus. 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 association with the Web Committee, will be launching a new SBCC Web site in the 2008-2009 academic year. This site is specifically designed to empower individual academic and administrative departments with tools to create their own college-branded content by means of 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 email, instant messaging, and digital signage. In 2008 the College doubled its email throughput by outsourcing its spam filtering to Postini, a 100% hosted message security and compliance solution.

Continuing Education
After many years of running a manual system for student registration, Continuing Education decided to upgrade their computer infrastructure and implement a new online student information system. After an extensive search, the College contracted with the Augusoft Company to implement their Lumens product. The Lumens system is a hosted web service developed for the continuing education market and is in use at a number of other CE departments within the California Community College System. The College also signed a collaborative agreement with Augusoft to develop California MIS reporting elements within Lumens that will help the College capture FTE data for state reporting. The registration component of this system went live in December of 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 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 6 month rotation.

The campus data center, located in the McDougal Administration Building, 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. With 2007-2008 academic year 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
No plan is necessary.

1b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

Campus constituencies for the use and application of information technology fall into three primary categories: 1) students, 2) faculty, and 3) administrators and staff. The following sections will detail the many ways in which each group avails themselves of this quality technical training.

Information Technology Training for Students
Information technology training is initially provided to students at their first point of contact in the Admissions 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 in English and Spanish that are scaled to coincide with registration and other high-impact periods. Other Student Services Departments such as ESL and EOPS also provide 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 [28], including instruction on the appropriate use of technology resources, accessing and using the many integrated services of 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 and a accessing a host of other applications and services. Students also receive ongoing training and support in the Cartwright Learning Resource Center and the Luria Library, including training on computer skills, using technology resources to achieve better test results, using the Internet, using presentation applications such as PowerPoint and using media, research, and reference databases. Additional one-on-one assistance is then provided by Student Technology Support for the duration of a student’s enrollment at SBCC. The effectiveness of this training is continuously evaluated through attainment of student learning outcomes, though student surveys, with input from technology committees such as the Information Technology Committee, the Committee on Online Instruction, the Faculty Professional Development Committee, with input from the Student Senate and by review of new and proposed systems by the IT-Educational Programs workgroup.

Continuing Education students at the Wake and Schott campuses 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 are presented an intensive two-day series of training seminars and workshops on the campus enterprise systems such as the use of the Pipeline portal, the Banner student information system, the Xythos Digital Locker, the Moodle course/learning management system, connecting to campus WiFi network, and using the College's the Media-enhanced classrooms to their full potential. [New Adjunct Faculty Orientation Agenda]. New contract faculty members are provided an even more in-depth three-day series of training seminars and workshops [New contract faculty training - http://4sbccfaculty.sbcc.edu/] on a broader range of campus student information and other systems. [New Contract Faculty Orientation Agenda]. Both new adjunct and new contract faculty members are then invited to attend the semi-annual faculty In-service days, during which time an even broader range of technology training opportunities is presented [In-service agenda, Fall '09]. 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, [Department Chair manual - http://www.sbcc.edu/deptchairs/files/DeptChairManual.pdf] they are offered additional training on the specific campus technology systems they will depend upon in their new roles [new department chair orientation]. In addition, 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, they learn about principles for universal design, disaster preparedness, using OmniUpdate and Extensis Portfolio, teaching in Moodle, using GroupWise, accessing Simpler Financials, 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 system. [In-service agenda, In-service program].

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 include Diversity at SBCC, Introduction To Online Teaching (parts 1-4), Dealing 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 and an Introduction to Pipeline/Banner. [https://flex.sbcc.edu/Catalog.aspx].

The Faculty Professional Development Committee [Faculty Professional Development website - http://www.sbcc.edu/facultydevelopment/] plans and organizes technology training through its "Flex" site, its workshops, its symposia [2007 Moodle Symposium], its annual Student Success Grants [2007-2008 SSI Grants], and numerous additional activities. Faculty members are also encouraged to take training online, such as through the CCC@One classes in subjects including podcasting, Moodle, Photoshop, and other technical teaching tools. In addition, departmental activities and conferences occur continuously throughout the academic year. The Faculty Professional Development Committee, comprised of faculty, staff and administrators, meets
semi-monthly during the academic year to plan, coordinate, and oversee these activities [Agendas and Minutes of the Faculty Professional Development Committee]. Additionally, they are the committee responsible for the development oversight of the ‘flex’ site where faculty report their required annual professional development activities [http://flex.sbcc.edu]. Full-time faculty members are required to engage in 60 hours of professional development per year. Adjunct faculty members are required to engage in as many hours of professional development activities per semester as hours they teach for the week. The effectiveness of this training is continuously evaluated through direct faculty feedback to the Director of the Faculty Resource Center, the Dean of Educational Programs, Technology and the Vice President for Information technology, though faculty surveys, through analysis of helpdesk calls, with input from faculty technology committees such as the Information Technology Committee, the Committee on Online Instruction, the Faculty Professional Development Committee and by review of new and proposed systems by the IT-Educational Programs workgroup.

Information Technology Training for Administrators and Classified Staff
Administrators and staff are also provided ongoing technology training via management breakfasts [Management Breakfast Agendas], stipends for continuing education [CE stipend request form], annual management retreats [Management Retreat Agendas], workshops, conferences, symposia, Webinars and other online resources, such as Enterprise Training’s My SkillSource as well as through cohort and self-paced distance education, such as the sexual harassment training offered annually to administrators [link]. In addition, the Staff Resource Center [Staff Resource Center - http://www.sbcc.edu/staffresourcecenter/] provides instructor-led training courses every month on the most frequently used Microsoft applications including MS Word, Excel, Access, PowerPoint and Publisher. The Staff Resource Center also offers individual one-hour sessions by appointment in PC GroupWise email. In conjunction with the Accounting Department, the Staff Resource Center provides training on budget tracking and reporting using Simpler Finance. 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. The effectiveness of this training is continuously evaluated through direct faculty feedback to the Dean of Educational Programs, Technology and the Vice President for Information technology, through analysis of helpdesk calls, with input from Human Resources, through discussion at Management Breakfasts and by review of new and proposed systems by the IT-Educational Programs workgroup.

IT 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 and staff. The IT Help Desk also provides one-on-one training for faculty, administrators and 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. SBCC provides highly effective training in current and emergent technologies for students, faculty members, administrators and staff. Exhaustive efforts are made by the entire campus community to remain apace with the latest technologies, to integrate them into our institutional practices, and to communicate these practices through ongoing pre-announced training opportunities to all its 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. Towards this goal, a universal attendance system should be developed for tracking all personnel training at SBCC.

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 communications among students, faculty, and College personnel. Additionally, the College will continuously survey the technology usage patterns of its diverse student body to inform strategies that institutionalize their best practices. For example, students are increasingly engaging in social collaboration 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**

To exceed the standard, Educational Programs will form a task force to collect and gather baseline data by 2010 on the diverse training needs of the campus community, analyze this data, and develop training improvement plans in 2011. In conjunction with this task force, communication and planning will proceed from instructional and administrative departments to the Instructional Technology Committee, the District Technology Committee, and the College Planning Council. Educational Programs staff will also study the efficacy of expanding its existing support for students and faculty from a 5-day per week, 8:30 a.m. – 4:30 p.m. service to one that includes nights and weekends in recognition of the 24/7 nature of the 21st century community college.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**DESCRIPTIVE SUMMARY**

Santa Barbara City College since 2001 has committed at least $1.2 million annually to refreshing college computer technology and infrastructure. The District Technology Committee [District Technology Committee Minutes 2005-06] in consultation with the Instructional Technology Committee developed a long term technology refresh policy that governs all student, faculty, and staff computing equipment. Annually the District Technology Committee and Instructional Technology Committee reviews any modifications to the campus standards for hardware and software and approves the standard systems for that year[District Technology Committee Minutes 2005-06, 2006-07, 2007-08]. Campus student computer labs, numbering almost 1200
desktop computers, are on a three year replacement cycle. Lab replacements are done over the
summer or during Winter break in consultation with the academic departments and lab support
staff. Faculty and staff computers are replaced on a four and five year cycle. Servers, printers,
and network equipment are replaced at or within manufacturer’s end of life schedules.

Technology projects that directly support goals and objectives embodied in the District
Technology Plan are given priority and are funded through Educational Programs or Information
Technology Department budgets. All hardware purchases that meet institutional requirements are
included on the technology refresh cycle funded by the College refresh budget. Projects requiring
additional funding are prioritized through the Program Review and submitted to the College
planning committee.

SELF-EVALUATION

The College meets this standard. Over the past 10 years SBCC has provided adequate resources
for the replacement of aging faculty and staff 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

No plan is necessary.

d. **The distribution and utilization of technology resources support the
development, maintenance and enhancement of its programs and services.**

DESCRIPTIVE SUMMARY

The use of technology permeates every corner of the SBCC campus and is directed by decisions
about resource use and distribution that come from Program Review resource requests and IT
initiatives directly tied to the District Technology plan. Requests for new resources are
prioritized by CPC and forwarded 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 Banner (SunGard Higher Education) ERP we have followed
SunGard’s Unified Digital Campus philosophy ([http://www.unifieddigitalcampus.com/](http://www.unifieddigitalcampus.com/)) to
provide seamless access to electronic resources to students, faculty, and staff. The campus portal
([http://pipeline.sbcc.edu](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, email,
and a central location for messaging and updates to current events from the student newspaper
and *Fast News* from the College’s Public Information Office.

The College has standardized on Central Authentication Services (CAS)
([http://en.wikipedia.org/wiki/Central_Authentication_Service](http://en.wikipedia.org/wiki/Central_Authentication_Service)) as the authentication mechanism
providing global credentials that can be recognized across all campus electronic systems. When students, faculty, or staff log into the campus portal, a credential is created in their browser that identifies them to other CAS aware applications. Therefore as they move from one site to another no additional authentication is required.

Portal accounts are created automatically for students, faculty, and staff. The portal directory serves as the directory of record for 3rd party applications as well, providing simultaneously provisioned role-based access to all applications linked to from the portal. As soon as a student receives an acceptance email from the College, their account on the portal is created by an automated process and access privileges based upon their student status are configured. Faculty and staff accounts are also automated and are created subsequent to their employment status being confirmed in the HR database. Employment termination by HR also results in those accounts being de-provisioned and access privileges based upon employment status are removed.

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 [1-09 Wifi Usage] and additional access points are scheduled for installation when the average load on an individual access point exceeds 60%. Access to the GoPrint print release stations was made available to users of the campus wireless network during the Spring semester of 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 [Banner Implementation], allows 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 remotely, and also allows the parent to restrict the funds to specific areas such as bookstore, dining, or campus printing.

All students, faculty, and staff now have access to Web-based file storage that is accessible to them on and off campus (Xythos Digital Locker Suite). All students now have the ability to save their work to their digital locker in any lab on campus and have access to that work from home, office, or other campus labs. 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 Blackboard WebCT CLMS since 1998. When the new dean for distance education joined the College in July, 2007, it was determined that this dependence on a proprietary for-profit system to be unsustainable for pedagogical, institutional and financial reasons. Pedagogically, Blackboard products are limited by the company’s closed-source model that blocks tight integration with SBCC enterprise systems and external Third Party applications, and discourages innovation. 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. The continued use of Blackboard’s CLMS is also institutionally controversial due to the call from the California Community Colleges
Chancellor’s Office to seek open source alternatives. This well-documented, broadly-
communicated decision was reached in reaction to Blackboard’s monopolistic practices
including its incessant legal challenges to competitors such as Desire2Learn, its refusal to
negotiate consortium pricing with the California community college system and the extreme
pressure it has placed on faculty and administrators to unify their campuses on its monolithic
system. Over the last several years, Blackboard’s services have also come under scrutiny at the
College due to its poor QOS, 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 legal requirement for data archival. Of equal
importance to the organization are the financial ramifications of continuing with Blackboard
CLMS products and hosting services. Projected costs for the College’s dependence upon
Blackboard through 2015 are in excess of $1.3 million. These costs rise precipitously after 2015
due to the compounding effect of increasing licensing costs due to growth at the College,
increasing hosting and associated costs, and price increases with each contract renewal which
have been in excess of 80 percent. Moreover, this projected overhead does not account for the
many hidden costs of remaining with Blackboard, including the disruptive effect of keeping pace
with Blackboard’s almost yearly CLMS version or product changes and the trend towards
decreasing product support. Following a lengthy campus-wide discussion, in spring 2008 the
College began transitioning to the open-source CLMS 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. [1.16.09 DH
DE Report].

SELF-EVALUATION

The College meets this standard. During the 2005-2008 District Technology Plan the College
made considerable progress towards meeting client expectations for expanded and effective use
of technology in instruction and college operations. Within the last three years the College has
implemented a new ERP, continued the refresh of college desktop computers, deployed campus
WiFi access, upgraded and expanded the installation of multi-media equipment in classrooms,
integrated the campus portal with the new ERP as well as providing seamless access to many 3rd
party applications that provide services to students, faculty and staff, and provided easy to use
web file storage for all students, faculty, and staff. 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 brings ease of use and human presence to
faculty, students and staff regardless of the physical distance between them. Significant
enhancements to all these systems are contained within the 2008-2011 District Technology Plan
to meet the rapidly growing expectations by campus residents for these technology based
services.

PLANNING AGENDA

No plan is necessary.
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 at Santa Barbara City College is guided by the three-year District Technology Plans [2008-11 District Technology Plan]. This plan is part of the overall strategic planning activities and provides direct support for the College Plans [2008-11 College Plan]. The six major goals in the current District Technology Plan come directly from the College Strategic Plan. 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 is allocated annually by the College for replacement of outdated technology. The District Technology Committee has approved a standard replacement cycle of three years for student laboratory computers, four years for faculty and staff PCs, and 5 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 administrative 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 4 other faculty members also serve on the District Technology Committee. The District Technology Committee reports their progress and activities up through the College Planning Council to the President.

The governance structure for technology planning is designed to enable decisions regarding technology initiatives to be made by those most closely affected by the technology directions and initiatives. Decisions regarding IT initiatives are evaluated with respect to each of the following five factors or drivers: (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 this standard. Institutional projects, driven by the District Technology Plan, are reported on regularly to the Instructional Technology Committee and the District Technology Committee and are compared to the metrics of success contained in the Technology Plan. CPC, 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 and this is an integral part of the College budgeting process. Departmental requests for new technology resources are imbedded in the annual program review process, reviewed by the area Vice President, and submitted to CPC for review and assignment of an institutional priority prior to the preparation of the College draft budget for the next fiscal year.

PLANNING AGENDA

No plan is necessary.

Standard III C References

1. College Plan
2. Media enhanced classroom list
3. Carnegie Mellon Socrates Project agreement
4. Panopto Course Cast lecture system
5. California Community College Edustream consortium
6. Student response systems pilot
7. ITC recommendation in minutes re: student response systems pilot
8. IEEE 802 WiFi technology
9. Distance Education (COI minutes date?)
10. Moodle examination and documentation and lit review
11. Moodle Phase II documentation
12. Banner, Moodle integration documentation
13. Banner, Moodle, Portal documentation
14. Moodle Phase III
15. Three phase project plan (where is phase I spelled out)
16. Pipeline Strategic Planning workgroup (agenda/minutes)
17. Campus Card and Xythos integration documentation, tactical plans
18. Luminis 4.0
19. Job connection (explain doc)
20. Marketing department (web committee) explain CMS and DAM
21. College-wide communications (when we purchase from outside have to tell source)
22. Institutional research (legacy to Banner)
23. District technology plan
24. College strategic plan 2008-2011
25. Appendix A
26. Computer replacement cycle plan
27. Campus technology planning flowchart
28. Student technology support flowchart (Jason?)
29. New contract faculty training - http://4sbccfaculty.sbcc.edu/
31. People Admin system (documentation?)
32. Faculty Professional Development website - http://www.sbcc.edu/facultydevelopment/
33. Staff Resource Center - http://www.sbcc.edu/staffresourcemcenter/
34. Professional Development Center – website??
35. College-wide taskforce (TBD)
36. 2005-2008 District Technology Plan,
37. 2008-2011 District Technology Plan,
38. 2005-2008 College Plan
39. 2008-2011 College Plan Draft,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/DTC%20Documents/College%20Plan%202008-11%20Fair%205-2-08.doc
40. DTC Meeting Agendas & Minutes 2005-2006,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Agendas%20%26%20Minutes%202005-2006
41. DTC Meeting Agendas & Minutes 2006-2007,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Agendas%20%26%20Minutes%202006-2007
42. DTC Meeting Agendas & Minutes 2007-2008,
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43. DTC Meeting Agendas & Minutes 2008-2009,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Agendas%20%26%20Minutes%202008-2009
44. District Technology Proposed Tactical Plans 2005-2008,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Documents/District%20Technology%20Projects.doc
45. Technology Plan Progress Report 2006-2007,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Documents/District%20Technology%20Tactical%20Plan%202007%20Update.doc
46. Technology Plan Progress Report 2007-2008,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/DTC%20Documents/District%20Technology%20Tactical%20Plan%202008%20Update.doc
47. Banner ERP Implementation Plans and Reports,
   http://wfs.sbcc.edu/Accreditation/Standard%20III/IIC/Evidence/Banner%20Implementation
49. Teaching and Learning Seminar - http://4sbccfaculty.sbcc.edu/
52. TMI distance education addendum
   http://frc.sbcc.edu/academic/CAC/forms/TMICHECKLIST.PDF
53. Institutional Effectiveness Report, Chapter 5, 2007-2008
54. In-service agendas
55. In-service programs
56. New Contract Faculty Orientation Agenda
57. New Adjunct Faculty Orientation Agenda
58. New Department Chair Orientation Agenda
59. Faculty Teaching and Learning Seminar http://4sbccfaculty.sbcc.edu
60. FRC Training https://flex.sbcc.edu/Catalog.aspx
61. 2007 Moodle Symposium Agenda and Program
62. 2007-2008 SSI Grants
63. Agendas and Minutes of the Faculty Professional Development Committee
64. Faculty Professional Development Flex Reporting Site: http://flex.sbcc.edu
65. Management Breakfast Agendas
66. Management Retreat Agendas
67. Online Sexual Harassment Training Workshop link
68. Continuing Education Stipend Request Form
III/IIC/Evidence/Banner Implementation
70. Campus Wifi Reports, http://wfs.sbcc.edu:80/documentation/Information
   Technology/Reports 2008-09/Wifi
STANDARD III: RESOURCES

D. FINANCIAL RESOURCES
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

Description
The fiscal planning for the College has been stable. The budget principles have not changed significantly over time providing for a balanced budget, adequate ending balances and conservative forecasts (III.D.1). 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 (III.D.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; and
- 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 (III.D.3). The rating reflects the district’s strong wealth levels, sound fiscal position, and low debt levels.

Financial and institutional planning at SBCC are closely intertwined with both processes developed through an iterative process involving classified employees, administration, faculty, the SBCC Superintendent/President and 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, Classified Staff Employees Association, Confidential 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 CPC. CPC 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 Banner, development of
course, departmental and institutional student learning outcomes (SLOs), and the Partnership for Students Success (PSS). The Banner system brought on-line 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, we implemented program reviews for instructional and operational units for the 2009-10 budget to establish the link from program reviews to planning and budgeting through 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 SBCC 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 college implemented Operational Unit Program Reviews to review and assess their operations. The Operational Unit 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 that results in a comprehensive assessment of institutional effectiveness.

The Program Review process also ensures the programs and program plans are consistent with the College Plan and College Mission. Program reviews are updated annually and serve as a vital component in the planning and budgeting process. Completed reviews are shared with relevant shared governance groups, the Executive Council 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, through focusing on the student as learner.

The main oversight committee that reviews and consolidates all major plans from all areas of the college, both institutional and financial plans, is the College Planning Council (CPC). As the main planning committee of the college, CPC has purview over both financial and institutional planning. As a result, financial and institutional planning is integrated. The purpose of CPC is to participate in the development of the college budget, make recommendations to the Superintendent/President on allocation of college resources, and serve as advisory group to the Superintendent/President on fiscal planning matters.

CPC also reviews and advises on Program Review reports and recommendations, new programs and service proposals, and all resource allocation matters for recommendation to the Superintendent/President. Further, CPC reviews and advises the Superintendent/President on policy matters requiring broad institutional input prior to recommendation to the Board of Trustees when no other appropriate governance mechanism exists.
Standard IIID: Financial Resources

CPC is chaired by the Superintendent/President. Membership of CPC includes administration, faculty (including representatives of the Academic Senate), staff and a student representative [CPC membership]. CPC reviews all requests for budget increases and budget cuts. 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. The process involved the entire campus community through open forums, CPC, Executive Committee, Academic Senate and the public community. Following 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 & Resources (P&R) 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 expert faculty resource committee on academic-related budget issues. The P&R committee provided the recommendation to the academic senate and subsequently to CPC on the ranking of the capital projects.

2008-09 was a challenging year with the California State budget reductions. First was the deferred approval of a state budget, followed by months of inaction by the legislature as the
Standard IIID: Financial Resources

budget deficit continued to mount. With the “final state budget” for 2008-09 passed 1 February real revenues were decreased, a deficit factor was applied and there was no COLA to offset the increase in costs, and there were additional deferred payments. This led to the need to reduce expenditures during the year, long after the budget year had started. The College reacted by reducing the budget by $1,129,000 in September and $1,118,500 in January in anticipation of the final state budget. The reductions were implemented following the budget principles of retaining full time employees and to maintain service to students. The process was a recommendation from EC which was taken to CPC and the Board study session (IIID.4). The managers were responsible for identifying the specific areas to reduce and made the recommendations at the account level. The reductions were approved by the Board. 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)

The reductions were focused in the support services, travel and conferences and equipment replacement and repair.

<table>
<thead>
<tr>
<th>Table 1 – 2008-09 Budget Reductions</th>
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<tbody>
<tr>
<td>$17,414 Consultants</td>
</tr>
<tr>
<td>$785,953 Hourly staff</td>
</tr>
<tr>
<td>$45,571 Stipends</td>
</tr>
<tr>
<td>$101,498 Supplies &amp; Printing</td>
</tr>
<tr>
<td>$378,941 Travel &amp; Conference</td>
</tr>
<tr>
<td>$310,500 Continuing Ed Instruction</td>
</tr>
<tr>
<td>$1,300,000 Equipment Fund Transfer</td>
</tr>
</tbody>
</table>

Evaluation
The College meets this 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 very effective financial planning. Ending balances have always exceeded the minimum required by a significant amount, at least double the 5% requirement (IIID.7). In addition the College has been able to contribute significantly to deferred maintenance and modernization of the campuses. Even in tough budget years the College contributed new funding to the Partnership for Student Success Initiative and the implementation of the 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. Measure V was 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
No plan is necessary

b. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
Standard IIID: Financial Resources

Description
As CPC reviews and develops institutional plans, the financial impact of those plans is also evaluated and considered. This occurs because CPC integrates both financial and institutional planning. The Vice President of Business Services of the college is part of CPC which insures 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 CPC. A master calendar for planning and budgeting outlines this process (IIID.8). Assumptions made in developing the college budget are clearly stated in the budget (IIID.9). 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 CPC. 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 significantly in excess of the Board designated 5% of expenditures. Over the past 7 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 do 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 7 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.7).

Evaluation
The College meets this objective. This is reflected in the Colleges maintaining reserves well in excess of 5% accomplished through the planning process that is followed in 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
No plan is necessary.

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.

Description
Standard III-D: Financial Resources

Ultimately, the Board of Trustees has responsibility to properly plan to assure the long-range stability of the institution. The Board is aided in this responsibility by receiving recommendations from 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, CPC 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 (property tax increases which fund the bonds) 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 3 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 (P&R minutes, Academic Senate minutes, and CPC minutes). 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 (15).

CPC 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 long-range 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 were the percentage of applicants eligible 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 before seeking approval from the Board of Trustees (IIID.12).

Evaluation
The College meets this objective. 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
No plan is necessary.

Standard IIID
Draft #4
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Description
The Business Services Office generates and follows a calendar of events, the Budget Timeline, to help guide the process of budget creation. The Budget Timeline lists required input from CPC, required board actions, and reporting dates of new information from the state budget and revisions to the state budget (IIIID.13). The responsibilities of CPC, Fiscal committee and 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 CPC. Though CPC reviews all college planning, its authority is only advisory to the Superintendent/President. The Superintendent/President guides the direction, decisions and recommendations of CPC by chairing the committee and makes all final decisions before plans are taken to the Board for approval. The planning processes of various areas of the college and how they feed into CPC are defined and are described in Standard 1B.

Evaluation
The College meets this standard. Since CPC’s role is advisory to the Superintendent/President, CPC remains the principal focus of budgetary decisions at the college, fostering dialogue from all constituent groups, and making the key connections between planning and budgets. CPC faces the ongoing challenge to maintain transparency and integrity as it considers budgetary proposals, regardless of whether they originate in the Executive Council or from the program planning processes of other constituencies at the college.

Planning Agenda
No plan is necessary.

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.

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.

Description
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 (IIIID.14, IIIID.15, IIIID.16, IIIID.17, and IIIID.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 ended June 30, 2004 to June 30, 2008, the audit reports
Standard IID: Financial Resources

reflected unqualified opinions, no material weaknesses, and compliance with Federal and state requirements. A schedule of audit findings and questioned costs summarizes the findings (IID.19).

The auditors did note on page 52 of the audit report for the fiscal year ended June 30, 2007, that a significant deficiency in internal control over financial reporting occurred (IID.17). 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 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 audit report for the year ended June 30, 2007 (IID.17). In their report for the year ended June 30, 2008, the auditors reported on page 54 that the College had implemented the recommendations (IID.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 IID 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 (IID.20). Over the past five years, the College spends $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 (IID.21). The programs include “Gateway to Success” a tutoring program, Basic Skills programs, and the Student Success Initiative. Over the past 6 years over $5 millions has devoted to these efforts.
Standard IIID: Financial Resources

**Evaluation**
The College meets this 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 the College’s actions in response to the June 30, 2007, internal control deficiency demonstrates.

Up-to-date financial information is readily available to the campus community. Fiscal data is dependable and provides 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 exceed the state requirement. Additionally College has devoted significant funds to student learning programs.

**Planning Agenda**
No plan is necessary.

b. Appropriate financial information is provided throughout the institution.

**Description**
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 is 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 level. Administrators can drill down to the transaction level to see individual receipt, disbursement, 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 study session of the Board of Trustees, Executive Council, CPC, Vice-Presidents and Deans and others (IIID.24).

Standard IIID
Draft #4
Standard IID: Financial Resources

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 College to distribute budget updates campus-wide and to hold open budget forums. The budget forums take the form of presentations and question and answer sessions. The forums are video taped 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).

Evaluation
The College meets this standard. The online reporting system provides up-to-date financial information to 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
No plan is necessary.

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.

Description
The principle financial risk for 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: property tax 23%, student fees 14%, other 5%. 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.
Standard IID: Financial Resources

Table 2 – Unrestricted General Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>2003/04 Audited</th>
<th>2004/05 Audited</th>
<th>2005/06 Audited</th>
<th>2006/07 Audited</th>
<th>2007/08 Unaudited Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% Contingency</td>
<td>2,854,287</td>
<td>3,311,419</td>
<td>3,750,119</td>
<td>4,093,329</td>
<td>4,419,100</td>
</tr>
<tr>
<td>Balance over 5%</td>
<td>10,298,155</td>
<td>9,099,561</td>
<td>5,702,576</td>
<td>6,623,636</td>
<td>6,970,020</td>
</tr>
<tr>
<td>threshold</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>13,152,442</td>
<td>12,410,980</td>
<td>9,452,695</td>
<td>10,716,965</td>
<td>11,209,120</td>
</tr>
</tbody>
</table>

The State Chancellor’s Office and the College Board Policy (IID.1) require a reserve level of at least 5% of unrestricted expenditures be set aside as reserve for economic uncertainties. The College has consistently held ending balance in excess of the threshold of 5% of total Unrestricted General Fund expenditures. In the past five years 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 in excess of 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 excess funds balance over threshold was $7.0 million.

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 (IID.26). Cashflow analysis was also employed in the spring of 2009 to assess State proposals to defer payments to future periods (IID.27). In order to meet fiscal obligations, discretionary cash is pooled from funds, exclusive of restricted funds 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”) (IID.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 IID 2(e) for a description of the Foundation and its relationship with the College.

Description
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:
Standard IID: Financial Resources

Table 3 – Property & Liability Coverage

<table>
<thead>
<tr>
<th>Entity</th>
<th>Coverage per Occurrence</th>
<th>Self-insured retention per occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td>ASCIP</td>
<td>$5,000,000</td>
<td>Excess of $25,000 SIR</td>
</tr>
<tr>
<td>SELF</td>
<td>$20,000,000</td>
<td>Excess of $5,000,000</td>
</tr>
</tbody>
</table>

The College maintains an insurance fund with a fund balance of $889,800 at 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. For the time period 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 not reported losses as of 6/30/08 with all claims in the coverage years having been closed (IID.29).

The College maintains a trust fund balance of $7 million at the SCCCD JPA which supplements reserves to handle financial emergencies (IID.28).

In addition the College purchases commercial coverage for unique exposures in fine arts and vessel property and liability.

Evaluation
The College meets this standard. The College has sufficient fund balances and cashflow to maintain stability and meet financial emergencies. The fund balances have far exceeded the threshold of 5% of expenses as the chart above shows. Should the College lose 58% of its revenue inflows, it has sufficient reserves to maintain operations for six months or more.

Planning Agenda
No plan is necessary.

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.

Description

Standard IID
Draft #4
Standard IIID: Financial Resources

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 ended 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.

Evaluation
The standard is met. 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
No plan is necessary.

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.
Standard IID: Financial Resources

Description
The Foundation for SBCC ("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 distributed $2,952,793 to the College for support of college programs and 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 (IID.32). In all years the auditors have determined that the financial statements of the Foundation were presented fairly.

The Board of the Foundation is self-perpetuating and numbers no less than twenty-one nor more than forty-five directors of which seven must be either Trustees or staff members of the College. Currently eight of the 38 members of the Board of Directors of the Foundation are either Trustees or members of the staff of the College (IID.33). This representation on the Board of Directors provides oversight and continuity with the institutional practices and goals of the College.

Evaluation
The College meets this standard. The College and the Foundation both have a history of unqualified audit opinions which demonstrates the integrity of the financial systems.

Planning Agenda
No plan is necessary.

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.

Description
The College enters into a variety of contracts to further its institutional mission and goals (IID.34). The majority of contractual expenditures are for construction and renovation of campus facilities. Contracts for information technology system, 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 (IID.35). California public contract law requires formal bidding and advertising for pubic 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 (III.36). Of the 53 bid processes, 5 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 project is complete. For example, the construction company engaged 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.

Evaluation
The College meets this 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
No plan is necessary.

g. The institution regularly evaluates its financial management processes, and the results of evaluation are used to improve financial management systems.

Description
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 III.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 (III.37).

The College’s conversion to SCT Banner Higher Education software in 2006-07, presented an opportunity of 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
Standard IIIID: Financial Resources

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).

Evaluation
The College meets this 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
No plan is necessary.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description
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 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 24-7.

Evaluation
The College meets this 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
No plan is necessary.
## Standard IID: Financial Resources

### Standard IID—List of References

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IID.1</td>
<td>BP6251 Principles of Budget Development</td>
</tr>
<tr>
<td>IID.2</td>
<td>S&amp;P Rating Summary 2008 SBCCD</td>
</tr>
<tr>
<td>IID.3</td>
<td>Moody Rating Summary 2008 SBCCD</td>
</tr>
<tr>
<td>IID.4</td>
<td>Board Study Session Budget Adjustment 01-08-09.xls</td>
</tr>
<tr>
<td>IID.5</td>
<td>Budget Forum Presentation 11-3-08.ppt</td>
</tr>
<tr>
<td>IID.6</td>
<td>Spring 2009 Faculty In-Service Presentation.ppt</td>
</tr>
<tr>
<td>IID.7</td>
<td>Unrestricted General Fund History</td>
</tr>
<tr>
<td>IID.8</td>
<td>Master Calendar for Planning &amp; Budgeting</td>
</tr>
<tr>
<td>IID.9</td>
<td>Budget Assumptions 2008-09</td>
</tr>
<tr>
<td>IID.10</td>
<td>Agenda, Special Meeting of the Board of Trustees January 8, 2009</td>
</tr>
<tr>
<td>IID.11</td>
<td>Institutional Effectiveness Report 2006-07</td>
</tr>
<tr>
<td>IID.12</td>
<td>Actuarial Study of Retiree Health Liabilities</td>
</tr>
<tr>
<td>IID.13</td>
<td>Budget Timeline 2009-10 Draft</td>
</tr>
<tr>
<td>IID.14</td>
<td>Audit Report for Year Ended June 30, 2004</td>
</tr>
<tr>
<td>IID.15</td>
<td>Audit Report for Year Ended June 30, 2005</td>
</tr>
<tr>
<td>IID.16</td>
<td>Audit Report for Year Ended June 30, 2006</td>
</tr>
<tr>
<td>IID.17</td>
<td>Audit Report for Year Ended June 30, 2007</td>
</tr>
<tr>
<td>IID.18</td>
<td>Audit Report for Year Ended June 30, 2008</td>
</tr>
<tr>
<td>IID.19</td>
<td>Schedule of Audit Findings &amp; Questioned Costs</td>
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<tr>
<td>IID.20</td>
<td>Fiscal Trend Analysis</td>
</tr>
<tr>
<td>IID.21</td>
<td>Student Success Expenditures</td>
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<tr>
<td>IID.22</td>
<td>Sample Online Financial Report</td>
</tr>
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<td>IID.23</td>
<td>Quarterly Financial Status Reports for 9-30-08</td>
</tr>
<tr>
<td>IID.24</td>
<td>List of Ad Hoc Reports</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td>IID.25</td>
<td>Budget Updates and Forums</td>
</tr>
<tr>
<td>IID.26</td>
<td>Cashflow Projection, Fall 2008</td>
</tr>
<tr>
<td>IID.27</td>
<td>Cashflow Projection 2008-09</td>
</tr>
<tr>
<td>IID.28</td>
<td>SCCCD JPA Financial Statements 6-30-08</td>
</tr>
<tr>
<td>IID.29</td>
<td>SBCCD Workers Comp Actuarial Study</td>
</tr>
<tr>
<td>IID.30</td>
<td>External Audits and Reviews</td>
</tr>
<tr>
<td>IID.31</td>
<td>California Student Aid Commission Cal Grant Program Review Report 2006-07 Award Year</td>
</tr>
<tr>
<td>IID.32</td>
<td>Foundation for SBCC Financial Statements 6-30-08</td>
</tr>
<tr>
<td>IID.33</td>
<td>Foundation for SBCC Board of Directors</td>
</tr>
<tr>
<td>IID.34</td>
<td>List of Contract Categories</td>
</tr>
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<td>IID.35</td>
<td>Policy 6340 Contracts</td>
</tr>
<tr>
<td>IID.36</td>
<td>Bid Listing</td>
</tr>
<tr>
<td>IID.37</td>
<td>Fiscal Services Critique of Year-end Accounting 6-30-08</td>
</tr>
<tr>
<td>IID.38</td>
<td>Purchasing BPA (Business Process Analysis) Report</td>
</tr>
</tbody>
</table>
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 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.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Santa Barbara City College’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 College’s 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 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 Santa Barbara City College.

Santa Barbara City College 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 College Planning Council, which is the
main shared governance group of the College, and the Board of Trustees.

When issues arise that involve major change, Santa Barbara City College takes steps to engage
the broadest possible level of participation among all constituencies at the college. Here are some
significant examples:

1. The hiring of the College 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 (Campus-wide communications regarding campus
   forums with the four finalists for the Superintendent/Position). 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 roles, as well as to ensure
   extensive support of College constituencies for the candidate who was chosen for the
   position.

2. Selection of the College Enterprise Resource Planning (ERP)

3. SLO development

4. Implementation of operational program reviews, restricted instructional program reviews
   and linking program reviews to planning and budgeting.

**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 recommendations from committees from the Superintendent/President and acts on the recommendations from the Superintendent/Supervisor 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.

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 special-purpose bodies.

   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 Santa Barbara City College 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 SBCCHCC 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 (Board Policy 2510 Participation in Local Decision Making). 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” (Board Policy 2430 Delegation of Authority to Superintendent/President).

The role of classified staff in institutional governance process has been reviewed and expanded, as recommended by the October 2002 accreditation visiting team (CSEA Consultation Model Nov 2006;
Overview of SBCC's Institutional Governance

The institutional governance structure at SBCC is comprised of college-wide standing committee, 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, they 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 1.

<table>
<thead>
<tr>
<th>Leadership Group</th>
<th>Constituency/Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>Seven members from four (4) trustee areas in the district, plus a Student Trustee as a non-voting member (Board Policy 2010 Board Membership, Board Policy 2015 Student Member(s)). The Superintendent/President of the College sits as Secretary/Clerk of the Board.</td>
</tr>
<tr>
<td>Executive Committee</td>
<td>Superintendent/President (chair), Executive Vice President, Vice President Business Services, Vice President Human Resources &amp; Affairs, Vice President Information Technology, Vice President Cont Education, Senior Director Institutional Assessment, Research and Pl Director Campus Diversity</td>
</tr>
<tr>
<td>College Planning Council (CPC)</td>
<td>Superintendent/President (Chair). All Vice Presidents, three classified staff, five faculty, one student, non-voting Sr. Director Institutional Assessment, Research and Planning.</td>
</tr>
<tr>
<td>Deans’ Council</td>
<td>Executive Vice President, Deans and Associate Deans of Educational Programs, plus Directors that directly report to the Executive Vice President.</td>
</tr>
<tr>
<td>Department Chairs</td>
<td>All chairs of instructional and Counseling departments.</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Eighteen senators elected from all instructional and Counseling divisions, including one senator representing the Adjunct Faculty. The Student Senate President or designee sits at Academic Senate as a non-voting member (Academic Senate Bylaws)</td>
</tr>
<tr>
<td>Instructors’ Association</td>
<td>Faculty</td>
</tr>
<tr>
<td>CSEA</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Classified Consultation Group</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Student Senate</td>
<td>Student body</td>
</tr>
</tbody>
</table>
The College Planning Council (CPC)

The College Planning Council (CPC) functions as the main institutional governance committee on campus and as the main venue for arriving to recommendations for decisions that have a college-wide impact, that are not under the special purview of the Academic Senate. CPC has primary responsibility for the development, implementation and assessment of the college strategic 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.

CPC has representatives from all of Santa Barbara City College’s constituent groups. CPC’s 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, Academic Senate Planning and Resources Committee liaison, Academic Senate/Instructors’ Association liaison) – 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, CPC was chaired for several years by the Superintendent/President. Subsequently, the Vice President for Academic Affairs and then the Executive Vice President chaired CPC. 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 resumed the chair role of CPC. 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, the Superintendent/President identified key areas that required concerted attention and efforts from CPC 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 (Board of Trustees Study Session Agenda and Minutes, June 12, 2008; July, August 2008; Superintendent/President Presentation and Discussion at the August Academic Senate Retreat August 2008, Superintendent/President In-service Presentation August 2008). These conditions made it necessary that the Superintendent/President leads and communicates 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. College-wide participation culminated in a CPC recommendation to the Superintendent/President and eventually to the Board regarding the final list of projects to be included in the 2008 bond measure (Measure V) presented to the voters of the district’s service area (List of projects for Measure V, CPC approval Date, Board approval Date);
• Completion of the College Plan 2008-11 and roll out of its implementation. The combined work of governance groups lead to the development of a new three-year strategic plan which is comprehensiveness, with 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, student-centered that 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 and collaboratively 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.

PLANNING AGENDA

None.

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 (AB1725) and the District’s 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
l. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate (Board Policy 2510 Participation in Local Decision Making).

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 District to significant legal, fiscal, or organizational problems, the Board may take necessary actions to remove such problems or establish a policy they deem appropriate (Board Policy 1206.3). It should be noted that the occasions when agreement could not be reached have been extremely rare. SBCC has been successful over the years to develop internal consensus through its institutional governance structures and provide recommendations to the Board that have been accepted in most cases.

The Academic Senate, through its Curriculum Committee, takes a leadership role in the development of curriculum and student learning programs and services. The Senate and the Curriculum Committee work closely together to meet the curricular demands of the College. The Curriculum Committee is a subcommittee of the 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 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 Senate accepts curriculum proposals, they are given to the EVP EP 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 and include the divisions. 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 (Academic Senate Minutes, November 7, 2007).

**Student Learning Outcomes**

The Academic Senate has embraced the Student Learning Outcomes (SLO) effort. The 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 (Academic Senate Minutes, December 5, 2007).

In the summer of 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 (SLO Task Force Minutes, Summer 2007; Institutional Student Learning Outcomes document; Academic Senate Minutes, November 14, 2007).

**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, CPC and the Board of Trustees, particularly about the increasing numbers of students below college-level skills in reading, writing, and math. [Institutional Effectiveness Reports 2002-03 and 2003-2004).]
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 (Board of Trustees Minutes, March 21 2006 –verify date). 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, Santa Barbara City College’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 a significant positive impact on student performance, particularly among basic skills students from underrepresented and underserved groups (Partnership for Student Success Evaluation – Year 1). 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 (Academic Senate Minutes, October 24, 2007; Press Release from the CCLC, Academic Senate Minutes of December 5, 2007; Academic Senate Minutes, February 13, 2008; Press Release about receipt of Hewlett Award, October 2008).

At the administrative level, the Superintendent/President, EVP EP, VP Continuing Education, Deans of Education 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 robust 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
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 and strong 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 District; 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 District 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 CPC, 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.

Because of the growth of the College, a challenging fiscal environment in the State, the commitment to shared 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.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**DESCRIPTIVE SUMMARY**

The College 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.

5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

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 (IARP Web site http://www.sbcc.edu/institutionalresearch), are contained in publications, used in planning at all levels and highlighted in meetings of the Academic Senate, CPC, 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 (SBCC Institutional Governance Committees). 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 this year 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 March 2009. Chaired by the VP HRLA, 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 appointed by the Superintendent/President. The recommended changes in existing Board Policies or proposed new Board Policies will be then brought to the Board for review, discussion and approval.
However, during discussions in early Fall 2008 in the Executive Committee, CPC 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.

**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:

**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 (College Plan 2008-11).

**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 (College Plan 2008-11).

**PLANNING AGENDA**

Complete the two objectives in the College Plan 2008-11 noted above.

**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.
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- 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. (Ed. Code, Sec. 84040).

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. 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.
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

The Santa Barbara Community College District 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.

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 California Community Colleges (Title 5, California Administrative Code), and its own policies and procedures (Board Policies 2000 series). 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 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 (Board Policy 2431 Superintendent/President Selection). In the first part of 2008, Santa Barbara City College saw this commitment as the College embarked on the search of 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 that worked closely with this committee, assisting in formulating the strategy for reviewing applications, selecting interviewees, conducting interviews with the search committee, 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 Santa Barbara City College (Board Minutes of meeting approving search committee; Campus-wide email from Academic Senate President, April 7, 2008).

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. 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 (Minutes Board Study Sessions July 10, 2008; July 19, 2008 and August 14, 2008).

**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 get along and conduct Board business on behalf of the District.

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 District.
PLANNING AGENDA

None

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 (4) 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 (Board Policy 2100 Board Elections; Board Policy 2010 Board Membership; Board Policy 2015 Student Member(s)). 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 (Board Policy 2210 Officers).

The district has benefited from the long-term commitment of several trustees, among them two of the longest serving trustees in the System, with 25 and 40 years 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 monthly regular 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 (Board Policy 2310 Regular Meetings of the Board). 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 (Board Policy 2220 Committees of the Board). 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. 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 (SBCC Mission Statement/Core Principles; Academic Senate Minutes, April 16, 2008; Board meeting minutes).

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 District’s 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 (Board Meeting minutes from spring 2006 regarding 9 areas of enhanced funding offerings in Continuing Education).

Annually updated program reviews ensure the relevancy and quality of our educational programs. The College’s Strategic 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 CPC 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

**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 (List of presentations to the Board of Trustees).

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 (Budget Principles). Legal matters of the District are allowed 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 (Board Policy 2315 Closed Sessions).

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 Strategic 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; reviewing the fiscal stability of the District through regular reports provide by the Superintendent/President.

PLANNING AGENDA

None.

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 undergone a review of 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.

- 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 (Board Policy 2710 Conflict of Interest; Board Policy 2715 Code of Ethics). The Board has a clear record of acting consistently with these standards. The Board’s meeting times and procedures are well established and the Board always operates consistently with them.

Because the District 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.

Upon beginning her tenure, the Superintendent/President noted that the College has not been engaged in a systematic, organized, sustainable and concerted 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 undergone
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a review of 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, 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 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

In order to fully meet this standard, 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. In addition, 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.

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 (Board Policy 2735 Board Member Travel; Board Policy 2740 Board Education). 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 District 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 on 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 (Board Meeting minutes).

PLANNING AGENDA

None.

- 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 self-evaluation 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
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- 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 (Board of Trustees Self Evaluation). 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 (Board Self Evaluation Results December 2008; Board Study Session Minutes, December 3, 2008).

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.

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 (Board Policy 2715 Code of Ethics). 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 (Board Policy 2710 Conflict of Interest, Administrative Procedure 2710 Conflict of Interest).

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.

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 Serban 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 (Board Meeting minutes, July 19, 2008).

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 (Minutes Board study sessions June 12, 2008; July 19, 2008; August 14, 2008; February 12, 2009; March 12, 2009; Minutes Board meetings June 28, 2008; July 24, 2008). 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 will be discussed with the Board at the May 12, 2009 Study Session. The Board will approve 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
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.

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 a 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 a thorough 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, through her leadership, expertise, skills, and commitment to excellence and innovation, the following have been accomplished:

- Leadership for the preparation of the institutional self study for re-affirmation of accreditation;
- Rapid, but inclusive and thoughtful, 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, student-centered that 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 linking 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 it is based on identified one-time and on-going needs;
- Successful preparation for the rating of the District by Moody’s and Standard and Poor’s. Our General Obligation Bonds, Election of 2008, Series A, has received two very strong ratings of an AA+ from Standard and Poor’s and Aa2 from Moody’s;
- Success 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 primary institutional governance committee to oversee the ongoing, systematic and proactive review of existing Board policies and administrative procedures and recommending 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 – long-overdue 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, confidence, political savvy, and credibility 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 underway. On February 23, 2008, this seminal work was honored with the Merete 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.

Dr. Serban is a published author, former editor of the Professional File, a publication of the international Association for Institutional Research (AIR), current associate editor of Planning for Higher Education, the journal of the Society for College and University Planning, and current executive editor of the Journal for Applied Research in the Community College. She co-edited and authored monographs and articles and is a frequent speaker at regional, state and national events on knowledge management, performance funding and reporting, assessment of student learning outcomes, enrollment management, strategic planning, and technology applications.

Dr. Serban is also a successful grant writer. She is currently directing two $1.2 million dollar statewide projects: the Transfer Leadership Center and Articulation of Career Technical Education Pathways to Four-year Institutions.

She is optimistic, energetic, "can-do", accountable, and 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.
k. In multi-college districts/systems, the governing board established as clearly defined, etc.

DESCRIPTIVE SUMMARY

This is a single-college district. This standard is not applicable.

SELF EVALUATION

None.

PLANNING AGENDA

None.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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 her short tenure as Superintendent/President 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 District 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, the insight, and the leadership that re-affirms the belief that the College can do what it aims to do.
PLANNING AGENDA

None.

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 & Legal Affairs;
- Vice President, Information Technology;
- Vice President, Community Education;
- Senior Director, Institutional Assessment, Research and Planning;
- Director 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 reveal 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 that are then published in the Board agendas.

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 what they do not only on an annual but on an ongoing basis. She spearheaded the implementation for the first-time of operational unit programs reviews and restructured instructional programs reviews which provide for establishing measurable unit objectives linked to the College Plan goals and objectives. She 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

We respond quickly to changing organizational structures to meet internal and external demands. In 2008-09, as a result of retirements, we have 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, open-minded attitudes and 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. 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 CPC and the Academic Senate to re-structure existing budgetary practices to ensure that resource allocations (budget) 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 extremely well versed 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 Superintendent/President 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 CPC and the Board of Trustees in discussion and dialogue about the College’s annual assessment of institutional effectiveness (Board study session minutes, December 3, 2008). Based on the statewide on transfer she has led since June 2007, the Superintendent/President has also brought new perspectives relative to development of effective practices in transfer efforts and has engaged the EVP VP, Dean of Educational Programs in charge of transfer and transfer staff into conversation about new approaches to tracking success in transfer and associated focused strategies. Her extensive knowledge in the areas of financing and FTES apportionment and forecasting have served the College very well in her first year as Superintendent/President when the College has been faced with unprecedented fiscal challenges.

**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 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 CPC, Executive Committee, and Management meetings, the alignment
between institutional practices and the Mission Statement, Strategic Goals and Board policies is maintained. In addition, she 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 enthusiastically communicating the mission of the College, works to inspire others and persistently assists them in planning their goals and in facilitating change processes in their departments.

**PLANNING AGENDA**

None.

**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 under her leadership in 2008-09 which ties program reviews to planning and budgeting. Through this proves, program reviews are clearly linked to the objectives in the College Plan 2008-11. 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 Executive Committee and CPC 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, CPC 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 thoroughly 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 crisis of 2008-09.

**PLANNING AGENDA**

None.

- 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 extremely 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 three in Spring 2009. They are well attended and the feedback has been very positive. She also conducts every semester budget forums and accreditation campus-wide meetings. She meets in the Spring with all College divisions, and organizes celebrations to recognize department achievements, initiating the Opening Day luncheon to celebrate the beginning of a new academic year, hosts
breakfasts to meet new employees. 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. As well, 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 very 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 with enthusiasm and optimism who achieves quantifiable, quality results. Because of her commitment to ongoing, straightforward communication, and strong presence in the community, the District 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.

3. **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**DESCRIPTIVE SUMMARY**

This is a single-college district. This standard is not applicable.

**SELF EVALUATION**

None.

**PLANNING AGENDA**

None.
Continuing Education: Dean Level Structure

This material was discussed at the Educational Policies Board Committee Meeting on October 7, 2008 and also at the Board Study Sessions on October 16, 2008 and February 12, 2009. The Board concurred with the proposed structure and with moving forward with recruitment for the position. This concurrence was re-affirmed at the February 12, 2009 study session and agreement was reached by six Board members that the recruitment for this position does not need any additional discussion. Based on the expressed concurrence of the Board, the position closed on February 20, 2009 with 63 applications and a very strong applicant pool. A screening committee has been formed, met and started screening applications. At this time, the process is moving forward as agreed.

This item is again on the agenda at the request of Board President Alexander as it was at the February 12, 2009 Study Session.

This information was discussed with the Board at the three meetings mentioned above.
- We are committed to supporting the courses, lecture series and other programs Continuing Education provides to the community and the positive impact that Continuing Education has in our community.

Rationale for re-organization of Continuing Education two-dean structure to one-dean structure
- Retirements of the three top management Continuing Education positions (VP and two deans) within a brief period provided an unprecedented opportunity to analyze needs and create an upper management structure that best serves Continuing Education and the district as a whole.
- Analysis of the upper management level at Continuing Education and discussions conducted over the past four months
- Need to streamline coordination of Continuing Education programs and student service delivery as well as decision making processes
- Need to eliminate redundancies in program offerings
- Need to streamline processes and procedures
- Transition from a silo approach (Schott and Wake Centers functioning as separate entities with different processes and approaches without coordination and collaboration) to an integrated and collaborative approach to unify and enhance Continuing Education
- Two additional management positions were added to Continuing Education in the last year: Director Wake and Schott Facilities and Coordinator Outreach Services (since May 2008 in out of class Acting
Program Director, Student Services). These positions have responsibilities included in the deans’ job responsibilities. Annual cost in salaries and benefits for these two positions is $261,872.

- Need to reduce duplication in job responsibilities and focus the role of the dean as compared to the roles of the VP Continuing Education and program directors

- There are seven program directors in Continuing Education whose primary responsibilities are course scheduling and new course/program development and student services. The one dean will manage and coordinate the seven program directors to ensure the coordination, communication, streamlining and collaboration needed to offer the best combination of courses and programs for the community

- Need to save money for the district and operate within the resources available on an ongoing basis

- The VP with primary location at the Schott Center and the Dean with primary location at the Wake Center ensure high level administrative positions at both locations

- Dean Continuing Education salary level 158. Salary savings of $181,048/year compared to the two current dean positions
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SBCC Board Study Session
February 12, 2009
Memorandum to the Board by Board President Alexander

BACKGROUND: THE BUDGET PROBLEM AND THE ISSUE OF QUESTIONS

April 2008 – Ex-Fiscal Committee chairman, Alexander, prepares questions in writing designed to show the degree to which the College is dangerously financing its operations by drawing down its ending balances. Board President O’Neill approves asking the questions at the April Board Meeting. College President John Romo forestalls the asking of the questions by declaring a fiscal emergency and announcing a hiring freeze designed to cut the 08 – 09 budget by 2%.

June 2008 – The fiscal situation is presented to the incoming College President, Andrea Serban by Alexander and O’Neill. The tentative budget for 08 – 09 which is approved by the Board of Trustees has a shortfall of half a million, is 2.8 million financed by the ending balances and cuts the maintenance and construction budget in half. The budget is approved with the written understanding that any new money coming to the college between approval of the tentative budget and adoption of the final budget in September will be used to defray the use of the ending balances to finance the general fund budget.

June 2008 – The hiring freeze is lifted by Serban.

September 2008 – The final budget presented to the Board has a shortfall of 2 million, adds a million to Academic Salaries to cover an unexpected increase in student headcount, and still is financed by 2.8 million from the ending balances. The hiring freeze is reinstated by Serban as well as a general freeze on all unnecessary expenditures. The explanation is given that additional money is expected from the state to cover the 2 million dollar shortfall.

September to January – Work begins on the Board Policies. Board Policy 2430, THE DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT is approved which contains the following. “The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.”

The budget situation in the state worsens and the amount and timing of State reimbursements becomes problematical. The timing problem creates a cash flow problem involving when State monies will be received by the District. All Community College Districts in the state are expected to cover this problem with their reserves. Districts with inadequate reserves are expected to cover their cash flow problems by borrowing. The fiscal situation nationwide makes the ability of Districts to cover their cash flow problems by borrowing problematical. A previously scheduled meeting of the Fiscal Committee is canceled.
November 12, 2008 – A memorandum titled ANDREA SERBAN – THE STATE AND OUR COLLEGE’S FISCAL SITUATION and signed by Serban, Liz Auchincloss, President, CSEA Chapter 289, and Ignacio Alarcon, Academic Senate President, is circulated to the “Santa Barbara City College Community.” It states that the College is “facing a fiscal crises of unprecedented magnitude.” Cost cutting measures are presented.

January 8 – Noon – The Board receives and E-mail from Serban announcing that the Facilities Committee previously scheduled for January 13, has been canceled “as there is no item.”

January 8 – Board Study Session – A revised Adopted Budget is presented. It reflects that the additional money expected from the State has not materialized. Additional income from International Students Fees and one time infusions of cash have been included. The savings resulting from the cost cutting measures initiated in November have also been included. A one point three million cut has been made to the Equipment Budget. The two point eight million dollar subsidy to the General Fund Budget from the Ending Balances is still included. The result is a budget with a half a million dollar surplus instead of the two million dollar shortfall in September. Subtracting the Surplus from the Ending Balances shows that the college is still relying on the Ending Balances for a subsidy of two point three million dollars.

A second problem is presented. The large drawdown on the Reserves (twenty million) in the last six years has created a situation where, in order to protect the College from the cash flow problem created by the State, it is necessary to eliminate the reliance of the 09-10 Budget on the Ending Balances for balancing. The possibility of a 2% across the board cut in salaries and benefits to eliminate the subsidy from the ending balances in the 09-10 Budget is discussed.

January 22 – At the faculty in-service meeting in the morning, Serban presents the results of the cost cutting actions on the 2008-2009 Tentative Budget. There were 2% reductions across the board except for Educational Programs which had a 1.4% cut. The result was a 1.6% overall cut.

At the Board meeting in the afternoon, under item 1.7 on the Board Agenda, Alexander introduces three questions designed to reactivate the Board committees to work on further ways to cut the 09-10 tentative budget currently being drafted. (Note: 1.7 reads as follows: “Members of the Board of Trustees may report about various matters involving the College District. There will be no Board discussion except to ask questions or refer matters to staff; and no action will be taken unless the item becomes part of a subsequent agenda.”) Issue: Is there a better way than activating the Board Committees for the Board, acting as a whole, to request information and develop questions, that is not a violation of the Brown Act?