

EXTERNAL EVALUATION REPORT

Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

This report represents the findings of the External Evaluation Team that visited
Santa Barbara City College on September 28 to October 1, 2015

Dr. Joan E. Smith, Team Chair

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: January 8, 2016

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

TEAM REPORT: Comprehensive Evaluation Report

This report represents the finds of the evaluation team that visited Santa Barbara City College September 28 – October 1, 2015.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the Santa Barbara City College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission finds that Recommendation 5 should be a recommendation to increase institutional effectiveness.

List of Team Members

Dr. Joan E. Smith (Chair)
Chancellor
Yosemite Community College District

Scott R.R. Haskell, DVM, MPVM, PhD
Director, Veterinary Technology Program
Yuba College

Ms. Coni Chavez (Assistant)
Interim District Director of Public Affairs
Yosemite Community College District

Dr. Stephen Johnson
Vice President Student Services
Cerritos College

Ms. Gina Leguria (Assistant)
Vice Chancellor, Human Resources
Yosemite Community College District

Dr. Paul Murphy
Dean, Academic Affairs
Allan Hancock College

Mr. Thomas Burke
Chief Financial Officer
Kern Community College District

Ms. Mary Ann Sanidad
ESL Instructor
Gavilan College

Ms. Sherrean Carr
Dean, Career Technical Education
Gavilan College

Dr. Walter Tribbley
Superintendent/President
Monterey Peninsula College

Ms. Krista Goguen
Librarian/Professor
Pasadena City College

Dr. Gary Williams
Professor of Psychology
Crafton Hills College

Dr. Sean Hancock
Vice President of Instruction
and Student Services
Palo Verde College

Summary of the Report

INSTITUTION: Santa Barbara City College
DATE OF VISIT: September 28 to October 1, 2015
TEAM CHAIR: Dr. Joan Smith, Chancellor,
Yosemite Community College District

A thirteen-member accreditation team visited Santa Barbara City College from September 28-October 1, 2015 to assess how well the College is meeting the Accrediting Commission for Community Colleges (ACCJC) Standards, provide recommendations to assure quality and encourage institutional improvement, and provide recommendations to the ACCJC regarding the status of the College.

The team chair and assistant conducted a pre-visit to Santa Barbara City College on July 30, 2015 to meet with the College Superintendent/President and accreditation liaison officer to discuss logistics for the upcoming site visitation. This included a tour of the campus as well. The visiting team members prepared in advance of the visit by attending team trainings, reviewing the College's Self Evaluation Report, inspecting evidence provided by the College electronically, and preparing a draft report of their observations and findings based upon review of the Self Evaluation Report and evidence. Their preparations also included compiling lists of College employees and constituent groups with whom team members would like to meet, and an additional list of evidentiary documents that the team wished to review during the on-site visit.

The visiting team found the Superintendent/President, the faculty, the staff, the students, and the Board of Trustees at Santa Barbara City College to be very responsive and accommodating. The College facilities, including the team room, were very appropriate and comfortable and conveniently located to conduct the business at hand. Santa Barbara City College also arranged for a team room at the hotel, which was utilized each day for team meetings, especially in the evening where team members worked on their portions of the written report.

The team initially met on the afternoon of September 28, 2015 from 1-5 p.m. in the team work room at the hotel. Earlier that day, several team members toured the off-campus locations of the Schott and Wake Campuses, which serve the noncredit and fee-based Center for Lifelong Learning (CCL) programs. The afternoon meeting consisted of a team review of the off-campus programs and a thorough exchange of information about the College at that point in time. Tuesday morning consisted of a "meet-and-greet" on the campus and the team was introduced to the Standard Chairs, administrators, campus leaders, and several members of the Board of Trustees. The remainder of Tuesday and Wednesday consisted of over 80 meetings with selected individuals, constituency groups, a specially scheduled Board meeting

(open session) where six of the seven-member Board were in attendance. Two open forums were offered to all college and community constituents, giving them the opportunity to bring questions or concerns forward to the team members.

Wednesday evening consisted of the team holding a lengthy meeting to review the collection of evidence. This process also included a thoughtful conversation with respect to commendations and recommendations that should be made to the Commission, and what evidence was still needed to be reviewed the next day (Thursday). Thursday morning consisted of a final review of the evidence and final rewrite of the report sections. The team met as a group one more time to review the commendations and recommendations. At 12:15 p.m. on Thursday, October 1, 2015, the exit forum was held with over 100 employees, students, and several Trustees in attendance. The team chair introduced the team and summarized the team report and the commendations and recommendations that would be forwarded to the Commission.

In summary, the entire visit was very well organized and collegial. College employees were enthusiastically engaged in the work of educating and serving students. Students that passed team members on campus yelled out “hello accreditation team, happy to have you here.” It was very evident that the College places a high priority on engaging students. The team appreciated the College’s efforts to prepare its Institutional Self Evaluation Report, prepare for the team visit, and assist the team during the visit.

Commendations of the 2015 Visiting Team

Commendations

1. The College is commended for having a culture of openness and receptivity to new ideas which encourages broad-based planning, resulting in a college wide process that shows “great spirit,” energy, and willingness to develop and continually seek to improve its programs and services.
2. The College is commended for its program review procedure as delineated in Board Policy 3255 that includes a focused Program Evaluation Committee that reviews the process on an on-going basis, evaluates the quality of program reviews, disseminates best practices, and ensures linkages between planning and resource allocation and the Educational Master Plan.
3. The team commends the College’s innovative responses to student demographic and readiness data and support of coordinated instructional and support programs to bring about student success. This led to the College’s receipt of the Aspen Award for Community College Excellence and the Excelencia in Education Award.
4. The team commends the college for developing and sustaining an impressive array of coordinated academic, student support, and learning resources to meet the diverse educational needs of students, including the Transfer Achievement Program, the Transfer Academy, Guardian Scholars, the Veterans Support Program, the iPath Program, and the Express to Success Program.
5. The team commends the College’s innovative learning support services, including the Luria Library, the Cartwright Learning Resources Center, and the faculty-driven Partnership for Student Success providing curriculum-integrated programs in the Writing Center, the Math Tutorial Lab, Academic Achievement Zone, and the Gateway to Success Program.
6. The College is commended for a multi-pronged approach to professional development with a strong commitment of resources to foster the growth of all employees.
7. The College is commended for its management of aging facilities in order to support excellent programs and services for its students.
8. The College is commended for maintaining aesthetically pleasing grounds while conserving significant amounts of water during severe drought conditions.
9. The College is commended for its innovation and integration of technology into the fabric of the campus culture. Additionally, SBCC has modernized its information technology to the point of being a world-class educational provider of performance information technology service.

10. The team commends the Information Technology Division for its successful efforts for creating, implementing, and maintaining mentoring and training activities through the California Community Colleges Chancellor's Office Chief Information Systems Officers Association.

11. The College is commended for its commitment to fiscal transparency as evidenced by the breadth and depth of available fiscal information.

Responses to Recommendations of the 2009 Evaluation Team

Recommendation 1 (2009)

The team recommends that the college more closely integrate the resource allocation process for faculty hiring with program review and other planning processes. (Standard I.B.3)

In response to this recommendation, the College revised Board Policy 3255: Program Evaluation and its associated administrative procedure (AP 3255) for program review that explicitly integrates requests for faculty into program review. The linkage between program review and faculty requests is well documented in guidelines and institutional dialogue (e.g., College Planning Council, Academic Senate). The College implemented a new planning process in 2014 where the Educational Master Plan (EMP), which is tied to unit level plans that are developed in program review, informs institutional planning and is integrated into program review. Integral to this process is a new Program Evaluation Committee (PEC) that evaluates program reviews for quality and consistency and ensures use of common data. PEC also summarizes important themes that surface in program reviews to inform the College community.

The institution has addressed this recommendation and meets the Standard.

Recommendation 2 (2009)

The team recommends, reflecting its own planning agenda, that the college conduct regular, comprehensive evaluations of its participatory governance structure, including charters and memberships, with a focus on each constituency's inclusion and effectiveness, emphasizing the role of managers. (Standards IVA.2.a, IV.A.5)

Constituent groups that have a role in the participatory governance include: Academic Senate, Classified Consultation Group, President's Cabinet, Advancing Leadership Committee, and Associated Student Government. The College developed a Resource Guide to Governance and Decision-Making which documents the framework for participatory governance. Faculty participate through Academic Senate and Department Chairs. Administrator's governance roles are effected through the Advancing Leadership Committee, President's Cabinet and President's Cabinet Plus, and Deans Council. Students and staff have defined roles and responsibilities which are outlined in the Resource Guide to Governance and Decision-Making and supported by Board Policy 2510.

The evaluation cycle involves an annual documentation review of the Resource Guide to Governance and Decision-Making by the College Planning Council and the Governance Process Review is completed biannually regarding the efficacy of the governance processes and structure of the process itself.

The institution has addressed this recommendation and meets the Standards.

Recommendation 3 (2009)

The team recommends that the college evaluate the efficacy of its administrative structure, considering rapid growth in enrollment, increasing institutional complexity, including the

rapid, extensive infusion of technology, and its recently revised mission statement. (Standards IV.A.5, IV.B.2.a)

Leadership within the College is distributed and effective. There is genuine buy-in to leadership at the College including its participatory governance groups, executive leaders, and the Board of Trustees.

The College defines two aspects of its culture that speak to this standard: 1. “Distributed Leadership,” a decentralized leadership structure, which facilitates leadership from across the campus, as reported from all campus constituents; and, 2. Empowerment, innovation, and excellence focused on the purpose of the mission statement in the first line, “dedicated to the success of each student.” As a result of the distributed leadership model, the campus has established processes and created structures that serve as “catalysts” for leadership to foster excellence at the institution. The Superintendent/President works through the distributed leadership model to establish processes for planning and institutional improvement/effectiveness. The various groups involved in distributed governance and their roles are found in the Resource Guide to Governance and Decision-Making.

Further, the Superintendent/President delegates responsibilities and authority appropriately. For example, the Superintendent/President delegates authority over the academic administrative structure to the Executive Vice President and the administrative services structure to the Vice President of Business Services, the Vice President of Human Resources, and the Vice President of Information Technology. Organizational charts clearly outline the reporting structure at the College.

The institution has addressed this recommendation and meets the Standards.

Recommendation 4 (2009)

The team recommends that the college complete the process of revising its Board of Trustees Policies and associated Administrative Procedures. (Standards IV.B.1.b, IV.B.1.e, IV.B.2.c)

The College and the Board have put into practice a cyclical comprehensive review of Board Policies and Administrative Procedures. The District has implemented a well-defined process for constituent review of Board Policies that facilitates broad participation in the review process. The District has dedicated considerable resources to this work including hiring an outside professional expert in the area of California Community College policies and procedures.

The institution has addressed this recommendation and meets the Standards.

Recommendation 5 (2009)

The team recommends that the Board of trustees regularly evaluate the Superintendent/President’s performance, following Board Policy. (Standard IV.B.1.j)

Board Policy 2435: Evaluation of the Superintendent/President outlines the Board’s responsibility for evaluation of the Superintendent/President and the evaluation is consistent

with the employment agreement described in Administrative Procedure 2435: Evaluation of Superintendent/President. Discussions with the Board confirm the Board is acting in a manner consistent with its policy and the associated administrative procedure.

The institution has addressed this recommendation and meets the Standard.

Responses to 2012 ACCJC Warning Sanction Recommendations

ACCJC Recommendation 1 (2012)

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

Board Policy 2200: Board Duties and Responsibilities defines the responsibilities of the Board. Regular training has been provided for the Board of Trustees in several areas including the complementary roles of trustees and the Superintendent/President. Leadership at the Board level is focused on policy governance and evaluating the CEO, quality of programs, services, and mission attainment.

The Board of Trustees has taken action to educate itself regarding the scope of its authority and the roles of the institution’s governance groups especially related to empowerment and participatory governance processes. Board training has been conducted at least annually and Board members attend additional workshops throughout the year related to performance and the role of the Board, and the Board reviews the scope of its role and responsibilities each December at its organizational meeting.

Additionally, Board Policy 2745: Board Self-Evaluation defines the Board self-evaluation process. An annual and anonymous survey is conducted regarding performance and results of the survey facilitate discussion that leads to development of annual board goals.

The institution has addressed this recommendation and meets the Standards.

ACCJC Recommendation 2 (2012)

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

Board Policy 2715: Code of Ethics/Standards of Practice defines the Board of Trustees ethical practices. The document clearly defines the policy for dealing with behavior that violates the code and designates the person(s) responsible for addressing such violation(s). The Board reviews the Code of Ethics annually.

The institution has addressed this recommendation and meets the Standard.

ACCJC Recommendation 3 (2012)

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

The Board of Trustees represent the citizens of the District and governs in accordance with the responsibilities and authority defined in California State Law (Education Code Section 70902) and are elected to represent the areas as defined by Board Policy 2100: Board Elections. The Board acts as a whole, even on difficult issues, such as their decision to support the College's decision to deactivate the intercollegiate men's tennis team. The Board received input from constituents regarding the deactivation of the men's tennis team and then supported the decision as a Board. The Board protects the college from undue influence or pressure by upholding its mission.

The institution has addressed this recommendation and meets Eligibility Requirements and Standards.

Introduction

Founded in 1909, Santa Barbara City College (SBCC) defines itself as one of the premier community colleges in the state and the nation. The selection of the College as the co-winner of the prestigious Aspen Prize for Community College Excellence in 2013 is one of the reasons for their premier connotations. The single-college district is governed by an elected seven-member Board of Trustees and is located on 74 acres overlooking the Pacific Ocean. The Schott and Wake Campuses, which serve the noncredit and fee-based Center for Lifelong Learning (CLL) programs, are located near the main campus.

SBCC serves approximately 20,000 credit and 12,000 noncredit students annually. The College offers strong academic programs and innovative student success initiatives, and strong transfer and career technical education programs. Student life is important to the College with numerous opportunities for students to become involved in student leadership with more than 50 clubs. Sixty-three percent of SBCC student are part-time, and thirty-seven percent are full-time. The largest ethnic groups are White (42%) and Hispanic (39%) followed by Asians (7%) and Black/African American (3%). Instruction and administrative support services are provided by 230 full-time faculty, 472 adjunct faculty and 355 full-time staff and management.

In the Institutional Self Evaluation Report (ISER) presenting the findings of the External Evaluation Team that visited the College in 2009, the team defined five recommendations for improvement through its analysis of the Self Study Report, supported by interviews, observations, and review of the documents. The College has fully addressed each of the five recommendations.

In correspondence dated March 26, 2012, the ACCJC imposed a Warning sanction on Santa Barbara City College for issues related to governance and the Board of Trustees. The Commission required the College to submit a Special Report, which was followed by an Evaluation Team Visit to the College. The College demonstrated its compliance to Standard IV related to the Board of Trustees. The College complied with all ACCJC requirements and satisfactorily demonstrated that it had corrected the deficiencies leading to the sanction.

The current team visit and this report are in response to the College's most recent ISER.

Recommendations of the 2015 Visiting Team

Recommendations

1. In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6)
2. In order to meet the Standard and ensure the quality of its distance education courses, the team recommends that the College systematically (consistently) evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses. (Standard I.B.3)
3. In order to meet the standard and increase effectiveness, the team recommends that the College update its Distance Education plan to ensure that departments align Distance Education programs with resource allocation and program review processes. (Standards I.B.3, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.b, II.C.1.c)
4. In order to meet the Standard, the team recommends the College complete personnel evaluations in a timely manner. (Standard III.A.1.b)
5. In order to ensure the College's aging facilities continue to meet and support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

Eligibility Requirements

1. Authority

The visiting team confirmed that Santa Barbara Community College District is a state institution and has the authority to offer educational programs per the California Educational Code. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and is governed by an independent and elected Board of Trustees.

2. Mission

The visiting team confirmed that the College has a mission statement that is broadly communicated. The Board of Trustees begins its meetings by reading the mission statement. The College began the process of reviewing its mission in 2012. Following an inclusive and participatory process that included a focused meeting (retreat) of the College Planning Council (CPC), a revised mission statement was drafted. This draft statement was then a topic of college wide discussions and, after receiving input from campus constituents, the Superintendent/President approved the mission and brought the mission statement to the Board for approval on April 25, 2013.

3. Governing Board

The visiting team confirmed that the College District is governed by the Board of Trustees. The trustees represent the citizens in the District and each trustee is elected by the voters in a given trustee area. Santa Barbara Community College District has 7 trustees. The Board of Trustees establishes policies that ensure the quality and effectiveness of the District's educational programs and services. Further, the Board of Trustees is responsible for the District's financial stability. The Board of Trustees has adopted a policy that prescribes appropriate roles for trustees and the Chief Executive Officer. The Board of Trustees has also adopted a Code of Ethics policy.

4. Chief Executive Officer

The visiting team confirmed that the District's Board of Trustees has employed a qualified Chief executive Officer who is empowered to administer board policies, execute the decisions of the Board, as appropriate, and run the operations of the College.

5. Administrative Capacity

The visiting team confirmed that the number of qualified administrative staff at Santa Barbara City College is sufficient to carry out the mission of the College.

6. Operational Status

The visiting team confirmed that Santa Barbara City College has approximately 20,000 credit students and 12,000 noncredit students annually who are actively pursuing degrees and certificates in the College's educational programs.

7. Degrees

The visiting team confirmed that the majority of the College's offerings are in programs that lead to degrees, as described in the College's Catalog. Degree opportunities and transfer courses are also clearly identified in the Catalog.

8. Educational Programs

The visiting team confirmed that the College's educational programs align with the College's mission to foster opportunity for all.

9. Academic Credit

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

10. Student Learning Outcomes

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

11. General Education

General Education courses confirmed that Santa Barbara City College appropriately includes general education into its academic programs to provide educational breadth and promote inquiry and exploration by students. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5, Section 55806). The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

12. Academic Freedom

The visiting team confirmed that Santa Barbara City College fosters academic freedom for faculty as indicated in Board Policy 4030.

13. Faculty

The names, degrees, and years of employment of full-time faculty are listed in the college catalog. As of July 2014 the College has 230 full-time faculty and 472 adjunct faculty. The faculty served 33,508 credit and noncredit students in 2013-2014.

Faculty responsibilities are stated in the Faculty Handbook, faculty job description, which has been revised to incorporate Student Learning Outcomes, and in the contract between the Santa Barbara Community College District and the Instructors' Association.

14. Student Services

The visiting team confirmed that the College supports the learning and success of its students by offering an array of student services that are delivered through various that methods on campus and online and these services meet the needs of the off-campus programs.

15. Admissions

The visiting team confirmed that clear accessible, and consistent admissions policies are publicized on-line, in the college catalog, in the schedule of classes, and in Board policies.

16. Information and Learning Resources

The visiting team confirmed that Santa Barbara City College provides access to information and learning resources and services to support its students and instructional programs regardless of location and instructional delivery mode.

17. Financial Resources

The visiting team confirmed that the College has a funding base and financial resources to support student learning programs and services. The College has sufficient financial resources for long-term stability and to improve institutional effectiveness.

18. Financial Accountability

The visiting team confirmed that the College annually undergoes and makes available its external financial audits. The team reviewed the audits for the prior three years. The team did confirm that the College has been able to balance its budget and maintain a significant reserve, guided by Board Policy, even in spite of the past statewide economic recession.

19. Institutional Planning and Evaluation

The visiting team confirmed that the descriptive summaries in the Institutional Self Evaluation Report, as well as the self-evaluations, and actionable improvement plans demonstrate evidenced based college planning and evaluation. The results of goals, strategies, and outcomes of the College's plans are reviewed on an annual basis.

20. Integrity in Communication with the Public

The visiting team confirmed that the College acts with integrity in all communications with the public. The mission and goals of the College, course, program, and degree offerings, admission requirements, fees and refund policies, requirements for degrees, certificates, graduation and transfer, academic credentials of faculty and administrators, names of Board members, major policies, and related items are published in the catalog, class schedule, and also posted on the website.

21. Integrity in Relations with the Accrediting Commission

The visiting team confirmed that the elected Board members and the Superintendent/President are committed to integrity and transparency in their relations with the Accrediting Commission. The institution complies with Commission requests and directives, and prepares complete and accurate reports for submission to the Commission.

Standard I – Institutional Mission and Effectiveness

Standard I.A – Mission

General Observations

The College has a mission statement that was last developed in April 2013 through broad-based input and participation and approved by the Board of Trustees. The new Mission Statement is prominent in planning documents, including program review, the Educational Master Plan and is widely disseminated on its website, in key campus publications such as the college catalog, and on posters displayed in buildings throughout campus. The College has described its planning process and clearly states that its Mission is the basis for the College's strategic goals and objectives and is at the heart of the College's Educational Master Plan, most recently updated in June 2015. The institution provides programming they believe is consistent with the areas identified in the mission statement.

The College has consistently reviewed and revised its integrated planning processes, and most recently established the Program Evaluation Committee (PEC), placing a greater emphasis on providing formative feedback to program units on the overall strength of their program as well as the efficacy of their documents. The early feedback from program units is that the feedback provided has been highly useful and has led to the strengthening of the overall review process. The process has been in place for one year and has not yet been through entire cycle of evaluation campus wide.

Findings and Evidence

The College has a concise statement of mission that defines the institution's broad education purposes, commitment to student learning, and a reference to a diverse learning environment. The College offers a multitude of programs in various areas throughout the community that they believe are aligned with the College mission, which does not specifically reference its intended student population. The institution does organize its programs around those areas identified as primary, essential, and important to the broader mission of California Community Colleges. These areas include credit, noncredit, and lifelong learning. Within the credit programs, the college intends to provide education in the areas of transfer preparation, career technical education, and basic skills through sixty-four programs. The College also intends to serve the diversity of its student population through various programs and services, such as American Sign Language, Global Studies, and Veterans' Services. The College employs various methods to assess the linkage between offerings and community need and demonstrates that courses are current and recent (Standard I.A.1).

The mission statement has been recently reviewed through a comprehensive vetting process using the governance process, though as acknowledged, this process until recently was not explicit in its internal timelines. The most recent iteration of the College Mission Statement was revised and Board approved on April 25, 2013, and disseminated in District wide publications in August 2013 (Standard I.A.2).

The College initiated a 3-part-process that solicited broad representation from across the campus, and aligned with existing college decision-making processes. The process was titled: “Framing our Future: Mission Statement Review Process, 2012-2013” and led to the identification of six overarching themes. Following a retreat of stakeholders, the final step was a college wide consultation soliciting feedback from constituent groups, followed by the ratification vote by the board in April 2013. As part of an actionable improvement plan, the College identified that the review cycle process should be codified into the Educational Master Plan, modeled on the most recent iteration of the review process (Standard I.A.3).

The College asserts that its mission statement is the culmination of the College’s “highest-level reflection of the College’s educational purpose and articulates the institution’s commitment to student learning and success.” Consequently, it drives all strategic planning and institutional decision making. The college has published a graphic representation of the integrated planning cycle, called the SBCC Integrated Planning Concept Map, which places “Mission and Core Principles” at the center of its key planning processes. The concept map demonstrates how the Educational Master Plan drives all other strategic plans. As part of the program review process, each program/unit at the College are asked to identify how its particular program contributes to the mission of the College. The College is encouraged to maintain the review timeline it developed and determine if the process allows for participation and continued assurance that the mission drives planning and resource allocation (Standard I.A.4).

Conclusion

The institution meets the standard.

Recommendations

None

Standard I.B – Improving Institutional Effectiveness

General Observations

Santa Barbara City College has established well-known and widely-used processes to increase institutional effectiveness. At the heart of these processes is self-reflective dialogues that take place among key stakeholders and constituent groups that shape the programs and services that fulfill the mission of the College. The College has committed itself to continuous improvement of its planning mechanisms, has put in place the means of documenting assessment results, and established a culture of participatory governance that ensures that broad-based input shapes decisions about institutional quality.

SBCC provides evidence that data are readily available and discussed across the college community (CPC, IEC minutes). In alignment of statewide initiatives, the College has formally advanced institutional effectiveness by adding a new committee and vice president. The office of institutional research provides data for program review, institution-set standards, and an Institutional Effectiveness Report with disaggregated data on student success.

Findings and Evidence

The College provides ample data to facilitate institutional dialogue about student learning, assessment of learning, and capacity to document the impact of assessment (Standard I.B). A new process to engage college constituencies in the dialogue of student outcomes was developed in concert with development of the new Educational Master Plan, though as noted in the PEC Annual Report, the College is still making improvements as the alignment of program review and the EMP is not complete. The EMP includes four Strategic Directions, with each Direction driven by multiple goals. The goals are mostly measurable, though no established metrics are developed.

Dialogue is ongoing and integrated throughout all aspects of assessment, decision-making, planning, resource allocation and improvement functions of the College. Evidence of dialogue includes for example, CPC and IEC minutes, a Governance Survey, Learning Assessment Processes, and Professional Development, and the Educational Master Planning process in 2013-14. In each case, the leadership team solicited broad input from appropriate constituent groups to ensure that improvements identified from assessment/planning processes had consensus support from across campus. Minutes from these proceedings document the progress made, and the documents are made available through the College website (Standard I.B.1)

The College revised its planning processes in 2014 by transitioning from three-year College Plans to an Educational Master Plan. The EMP defines four Strategic Directions as the basis to set goals linked to the Mission Statement (Standard I.B.2). The EMP has goals and “measures of progress,” though the measures are not stated as specific targets or outcomes. The recently created Institutional Effectiveness Committee is responsible for updating the EMP and fostering dialogue about the college planning process, yet evidence of this dialogue

(committee minutes), are not part of the Self Evaluation materials. In addition to the EMP, the College has other planning processes and documents – a Distance Education Plan, District Technology Plan, and Facilities Master Plan. The planning process itself is driven by the unit level program review process, which was revised recently with the creation of the PEC. SBCC has established institution-set standards, which are reviewed and discussed in its IEC for college wide dissemination (Standard I.B.2).

The College has developed defined data elements to measure student achievement across the institution. The College established eleven measures of student performance, including student course success, persistence, degree and transfer completion, and Career Technical Education (CTE) outcomes. The institution produces a comprehensive report with disaggregated data from various sources in a document entitled *Institutional Effectiveness Report*. The report shows trends in student performance measures by various demographic groups and modalities (onsite, online, etc...). The institution has defined data elements for Career Technical Education (CTE) programs providing data on program licensure and job placement. The team assessed the institution's performance with respect to the institution set standards and found that the standards are reasonable, based on historical data, and tied to institutional efforts towards improvement. The institution has established a formal body to review data on student performance from multiple sources and multiple elements of student outcomes. The institution has undertaken activities directed towards improving student outcomes and assesses the impact of these interventions. The team reviewed supporting documents, including reports and minutes, and found the institution meets the Commission's requirements.

The College has established a multi-faceted systemic cycle of institutional assessment and improvement. This process includes the implementation of both qualitative and quantitative data. Established processes for using data to inform integrated planning, resource allocation and implementation of planned improvements are in place, and these processes are informed by the college mission and core principles, strategic directions and plans, and re-evaluation of implemented changes. There are some areas that appear to have not fully implemented cycles of improvement. Distance education in particular, appears to be decentralized and units are not required or expected to include their goals for distance education as part of their program review document. Consequently, there is not a consistent analysis of the efficacy of distance learning compared with face-to-face courses at the College. The PEC has identified a need to ensure consistent analysis of data and has developed a plan to provide professional development training for program review chairs (Standard I.B.3).

Program Review is the primary mechanism by which the College ensures that planning is broad-based, involves appropriate constituencies and goals are identified that aligns the necessary resources toward the improvement of institutional effectiveness.

Recommendations are brought forward to the College Planning Council, the shared governance body at the College. The relatively new Program Evaluation Committee (PEC) provides another level of broad input, and so at least at 3 different levels, the College guarantees that there is broad input into the planning process at the College. The College points to the 2013-14 Institutional Effectiveness report as an example of how broad-based

involvement in planning has resulted in significant gains in student learning and success (Standard I.B.4).

The newly developed Institutional Effectiveness Committee (IEC) has a purpose to ensure broad-based dialogue about institutional level student performance as well as establishing a research agenda and ensuring that new innovations are rigorously evaluated. The College has readily available institutional data (e.g., Scorecard, SBCC Internal Scorecard, program review data, and an Institutional Effectiveness Report). These data inform dialogues among faculty, staff, administrators and Trustees. It also informs the development and implementation of the Student Equity Plan and the Student Success and Support Plan. The College reports progress on the development and attainment of its institution-set standards through the dissemination of an Annual Institutional Effectiveness Report (Standard I.B.5).

The College has implemented a systematic schedule of review of all components of its governance and planning and resource allocation processes, which is summarized in the report. The college mission statement underwent a substantial revision in 2008, and the planned 2011 revision was delayed by changes in college leadership, but the revision was accomplished in 2013. Other changes coinciding with this set of events included the formal codifying of the review cycle in the College's Educational Master Plan, to ensure that the mission statement is reviewed every 3 years. The Educational Master Plan, which replaced the previous "College Plan" 3-year cycle, has become the centerpiece of the College's planning cycle. Reviews of other institutional planning components include the Resource Guide to Governance and Decision-Making, as well as the administration of the Survey of Leadership and Governance (Standard I.B.6).

SBCC has developed new processes that are intended to improve its evaluation mechanisms of programs and services through formation of the PEC and IEC. The recent formation of the PEC was created to improve the quality of program review analysis and linkage between program review and resource allocation. In conjunction with the new committee, the College revised board policies related to modifying and discontinuing programs and program review. The first PEC annual summary shows that the committee has identified areas of improvement for future cycles of program review. The PEC also provides input into the EMP regarding areas of institutional improvement. The development of the Educational Master Plan to replace the College Plan was developed out of an evaluation of its planning processes. Because these planning processes are new, the College will need to continue to evaluate their effectiveness and ensure broad scale communication about these processes (Standard I.B.7).

Conclusions

The College meets the standard except for Standard I.B.3.

The College engages in broad-based dialogue about institutional effectiveness in a multitude of governance processes. Through a comprehensive evaluation of existing planning processes, and an effort to more fully integrate planning and resource allocation, the College has developed new planning linkages and a more explicit review of institutional and program

data. However, some processes are too new to have been evaluated for their effectiveness and improvement over past processes.

Recommendations

Recommendation 1: In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6)

Recommendation 2: In order to meet the Standard and ensure the quality of its distance education courses, the team recommends that the College systematically (consistently) evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses. (Standard I.B.3)

Standard II – Student Learning Programs and Services

Standard II.A – Instructional Programs

General Observations

It is evident that Santa Barbara City College offers high quality instructional programs in recognized and emerging fields of study consistent with its mission in that Santa Barbara City College has received a number of awards since their last reaccreditation visit. The College has received the Aspen Prize for Community College Excellence (for outstanding achievement in student outcomes in completion, labor market, learning and equity), and the Excelencia in Education award for their Express to Success Program in 2014. In 2010, Santa Barbara City College was a national finalist for the Excelencia in Education award for its Transfer Achievement Program (for accelerating Latino student success in higher education). These awards, and other recognition, demonstrate the College's commitment to innovation in their educational programs and services that promote student success by serving the needs of their college community. The College uses student performance data, and student learning outcomes data to assess progress towards meeting course, program, and institutional outcomes. Santa Barbara City College has a systematic course and program review system in place through which they assure currency, improve teaching and learning strategies, and achieve student learning outcomes. The College updates courses every five years and conducts program review every three years. The College collects student learning outcomes information at all levels, and has incorporated these practices into curricular and programmatic review processes.

Findings and Evidence

Santa Barbara City College's instructional programs align with Board Policy 1200: Mission, wherein the College's dedication to its stated mission, core principles, and charter under Education Code §66010.4 are described. The College demonstrates its commitment to the mission, core principles, and charter, upholding its integrity, as evidenced by the broad range of courses and programs through the academic and vocational programs, number of noncredit educational programs, and vast array of courses offered through the Center for Lifelong Learning.

Santa Barbara City College has received recognition for programs focused on basic skills preparation, one being an Aspen award for Community College Excellence, illustrating the Colleges commitment to providing innovative, high quality programs and services. Courses and programs are guided in part by faculty expertise, advisory committees, articulation and transfer requirements, labor market data, California Economic Development Department information, and LaunchBoard. The utilization of these resources contributes to ensuring that courses and programs offered by the institution are appropriate to an institution of higher learning. All courses are updated at least once every five years, with program review every three years. Faculty have primary authority over curriculum development while the Curriculum Advisory Committee, a subcommittee, reviews all new courses.

The Report contains data tables used by the College to compare their performance against statewide averages on the Student Success Scorecard published by the California Community College Chancellor's office. Contained within the Introduction section, the College further disaggregates data into established subcategories, presented to the College community through inclusion in the annual Institutional Effectiveness Report, a product of the Office of Institutional Assessment, Research and Planning.

Over 375 courses are offered through their Center for Lifelong Learning. The website offered opportunities to explore course offerings in a broad range of interests and includes courses that enable students to earn continuing education units (CEUs). The Center for Lifelong Learning website defines a mission statement for the Center that is in alignment with the College's overall mission. The College successfully transitioned noncredit personal enrichment courses to not-for-credit courses in keeping with their mission to "inspire curiosity and discovery."

Evidence provided for labor market research and the use of LaunchBoard were PDF files of the California Economic Development Department and LaunchBoard homepages. It would be helpful to show actual data from these websites that were utilized to identify the need for new instructional programs and services, or modifications to existing programs. (Standard II.A.1)

The College uses data to inform programs, services, and which grants to pursue. Santa Barbara City College relies upon their analysis of data from the Student Success Scorecard, their annual Institutional Effectiveness Report, data collected and analyzed for use in developing their Student Success and Support Program Report, as well as data relevant to their Student Equity Report. In addition to these data, departments review student learning outcome data, student success rates, and student completion in order to assess student needs. As a result of their analysis of various data, the College has developed numerous programs and services to address the diverse needs of the students they serve; these programs include the Dual Enrollment Program, Express to Success Program, Gateway Tutoring Program, STEM Transfer Program, iPath Transfer Success Program, Professional Development Center, and the Career Skills Institute. In addition, the College offers an array of English as Second Language courses, in response to changing demographics within their service area. A tour of selected programs and services at the Schott Campus, Wake Campus, and main campus, confirmed that these programs and services stem from community need, as well as interest. SBCC should be commended for its response to student demographic and college readiness data, whereby the numerous programs and services have been developed to promote increases in students' academic success. The College uses data to inform decision-making. (Standard II.A.1.a)

While face-to-face accounts for the majority of the course offerings at Santa Barbara City College and are offered at all three campus locations and other off-site locations, the College provides distance education courses, self-paced courses, accelerated and short-term courses, and experiential courses. In order to support the content and objectives, while meeting the increasing needs by non-traditional students with varying schedules and varying access to technology, the College's off-site campus locations and county jail location provide learning

labs, bilingual staff, and other services to support academic success. The courses and the various modalities are reviewed through the program review process, as well as through the five-year course outline of record review.

The Institutional Effectiveness report states that “Beginning in the 2014-15 academic year, the newly created Institutional Effectiveness Committee and the Program Evaluation Committee also review efficacy of delivery systems and modes of instruction. Recommendations for refinements and improvements are made as a result of these reviews and implemented where appropriate.”

In reviewing program review data, the institution has the ability to review student performance data broken out by modality, however this is not as apparent when reviewing Course Student Learning Outcome dialogue within program review. In a random sampling of program reviews (business and English), there was no an apparent discussion pertaining to student outcomes results for the various modalities. Evidence from specific programs with courses being offered through the various instructional delivery modes would be helpful in determining whether the institution is comparing these data. After meeting with the Program Evaluation Committee, it was determined that differences between instructional modalities is not prompted or required, but that this type of information would come out of research conducted by the Institutional Research Committee, however this committee looks primarily at numbers, and does not capture the dialogue that happens within the departments. Discussion taking place within the Faculty Resource Center indicated that there is currently no descriptor within their eLumen system with regard to instructional modality, but that might be a future consideration. (Standard II.A.1.b)

The College reports that all credit courses have SLOs, and “most” noncredit courses have SLOs, with all credit courses having completed a “full SLO cycle.” The College recognizes the need to ensure that all noncredit classes have SLOs developed and assessed, and expects that all noncredit courses will have SLOs and Course Improvement Plans completed within the 2015-2016 academic year. At the time of the external site team visit, all CSLOs for noncredit have been completed, and are currently undergoing the SLO implementation cycle.

Faculty are responsible for the creation of SLOs, and the associated strategies for assessing them. Evidence demonstrated that the full SLO implementation cycle is completed every three years, consisting of eight steps. Discussions on SLO data are incorporated into program review. The SLO Coordinating Committee, made up primarily of faculty, reviews the SLO process, makes recommendations for improvement, suggests training topics to the Faculty Professional Development Committee, and assesses ISLO achievement.

The College points out that the results of a 2013 satisfaction survey showed only 32% of respondents agreed “Student learning outcomes (SLOs) contribute to student learning and the fulfillment of our mission.” As a result, the College has formed Faculty Inquiry Groups, and developed a pilot project to improve the awareness of ISLOs on campus. When again surveyed in 2014, the percentage of respondents that agreed with the above statement was 34%. The College has dedicated a portion of spring and fall in-service days to allow time for faculty to work on SLO related activities. Faculty job descriptions have been modified to

include “demonstrated experience with development and implementation of Student Learning Outcomes and utilization of results for improvement of student learning” as one of their desirable qualifications.

After meeting with the SLO Coordinator, as well as members of the Program Evaluation Committee, it is apparent that the College is aware of the need to reinvigorate faculty on the use and importance of CSLOs. The College was recognizably committed to the full CSLO process between 2003 and 2009, but training and support has not been as robust since 2009. The College is in compliance with respect to the collection of CSLO assessment data, and the use of assessment data in developing both Section Improvement Plans and subsequent Course Improvement Plans completed by department chairs.

The College has used a student survey to assess ISLOs, whereby students report their perceptions of the degree they meet the ISLOs. The College measures students’ performance on ISLOs by measuring differences based on the number of units the students have completed.

The full SLO implementation cycle requires the use of SLO data to inform potential course, program, and institutional learning outcome improvements. It would be helpful to capture dialogue on the actual assessments used to measure student’s level of attainment of SLOs. The College utilizes eLumen to capture their SLO data, assessment results, Section Improvement Plans, and Course Improvement Plans. It was reported that the College does not take full advantage of the eLumen product with regard to capturing assessment tools used to measure SLO achievement, and that some faculty may still view the entry of assessment instruments as “double work.” Again, plans for training with the aim of bringing faculty back to the understanding that SLOs inform the College on what students are learning versus grades. While there is a process explaining the assessment of CSLOs, there is not a mechanism by which to check the validity of the instrument used by a faculty member in determining whether a student has successfully met expectations with regard to any given CSLO. Dialogue between the visiting team and the SLO Coordinator, the SLO Coordinating Committee, members of the Faculty Resource Center, and the Committee for Teaching and Learning, support the College’s Actionable Improvement Plan outlined in the Institutional Self Evaluation Report. (Standard II.A.1.c)

As noted in discussion around Standard II.A.1.a., the College has developed a number of programs and services based on data demographic and student achievement data within their service areas. These data are supplemented with other data sources, including labor market data, input from faculty, advisory boards, the California Economic Development Department, and LaunchBoard. In response to these varying needs, the College offers developmental, pre-collegiate, continuing and community education, study abroad programs, short-term training, and international student support programs. The quality of these courses and programs is ensured primarily through curriculum review and program review processes. (Standard II.A.2)

The development of new courses and programs follow a well-defined process. Most proposals would come from a faculty member to their department chair for approval before

being submitted to the Curriculum Advisory Committee (CAC). Typically, the entire department would be involved in the approval process should a course proposal involve the addition of a course to a program. Courses and programs approved by the CAC are then presented to the Board of Trustees for approval before being submitted to the Chancellor's Office. In 2013, the College employed a Curriculum Coordinator to provide assistance to faculty on following the policies and procedures established for the development and proposal of new courses and programs.

New programs and/or modifications to courses and programs also arise out of discussion with advisory committees. Any new career technical program, in addition to the approval processes stated above, must also receive approval by the South Central Regional Consortium before submitting for approval by the Chancellor's Office.

Faculty within their respective disciplines are primarily responsible for ensuring and maintaining the quality of courses and programs within their areas of expertise. The CAC is made of department chairs, serving to preserve the integrity of the College's academic courses and programs. Faculty are also primarily responsible for the development and assessment of SLOs for assigned courses and programs. The CSLOs are forwarded to the SLO Coordinator for review, with any comments or suggestions being sent back to the CAC. The full SLO implementation cycle ensures that course SLOs are reviewed and evaluated every three years. Courses are also reviewed every five years, and presented to the CAC for approval. The College was able to demonstrate the effectiveness of its curriculum oversight by the CAC, and its tracking of course updates and additions within Curricunet.

The Program Evaluation Committee (PEC) is another mechanism by which the College ensures the instructional integrity of its courses and programs. The PEC is made up of representatives from all of the College's participatory governance groups in addition to the Academic Senate President and a Dean of Educational Programs. Once a program review has been accepted by the PEC, a report synthesizing its analysis is submitted to the College Planning Council, promoting alignment with the strategic planning and activities.

The PEC was formed in 2013-2014 in response to an identified need to improve the exchange of information contained within program review. A new Administrative Policy has been written that created the PEC. The Committee focuses on the narrative portion of the program review template, particularly on SLOs, performance outcomes, all with the intent of identifying best practices and trends that are shared across departments.

While program review is on a three-year cycle, resource requests are completed every year for programs seeking additional resource allocations. Those resource requests go to the appropriate committee for review and ranking (e.g. Planning and Resources Committee, etc.).

Committee members review, rank, and comment on the narrative portion of program review prior to coming to the PEC meetings; at that time the aggregate comments and rankings are reviewed and consolidated into a feedback report to the department chair. Last year, four program reviews were sent back to their respective departments requesting a rewrite of the report.

The PEC is still working on program review processes since no instructional programs are being reviewed 2015-2016. They hope to have professional development on reading and interpreting program review data in 2016, looking at the questions asked, and the context provided.

Santa Barbara City College has developed clear and effective procedures to ensure quality when developing or modifying course and programs. Further evidence is needed on what improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation. (Standard II.A.2.a)

Competency levels and measurable student learning outcomes are primarily determined by faculty through the College's SLO Implementation Cycle. This process is overseen by the SLO Coordinator and the Co-Director of the Faculty Resource Center. SLOs are mapped by faculty to PLOs and to ISLOs. For Career Technical Education (CTE) programs, advisory boards contribute needed information for new programs or modifications in order to remain current with industry trends. All 23 CTE programs hold at least one advisory committee meeting each year. Minutes from these meetings demonstrate that the college engages industry in discussion around the content of courses and programs, and includes dialogue on SLOs.

The structured relationship between SLOs, competencies levels for degrees, certificates, programs, and courses is purportedly demonstrated through the cyclical review of SLOs. SLOs are part of the Course Outlines of Record (COR) review process. New SLOs are mapped to PSLOs and ISLOS. The CAC approves updates to CORs. The College's mapping process allows for a clear path to achieving the student learning outcomes required of course, program, certificate and degree. While CSLOs and PSLOs are at the core of the process for looking at student success through a rich dialogue that takes place, this relationship is not explicit. The College did not have evidence establishing direct linkages between CSLO attainment and the awarding of degrees, certificates, or course credit. The Committee on Teaching and Learning has formed faculty inquiry groups to identify and pilot ways for faculty to promote student attainment of course, program and institutional learning outcomes. (Standard II.A.2.b)

The institution demonstrates its commitment to high quality instruction through a rigorous hiring process, its faculty evaluation process, professional development activities, and SLO achievement data.

The evaluation of fulltime faculty includes assessment of performance in the areas of expertise in academic discipline, teaching effectiveness, availability to students, fulfillment of responsibilities of the college community, and professional growth. In addition, the evaluation checklist includes an assessment of whether or not faculty include department approved SLOs, and whether or not faculty analyze SLO data in order to identify and implement improvement strategies with department faculty. These same criteria are included in the packet for adjunct faculty evaluations.

The spring 2013 Student College Experience Survey includes student perceptions of instructional quality, the results of which are similar to the results from the Reflections of Santa Barbara City College 2014 Survey of College employees. Data suggest that both students and employees believe that Santa Barbara City College offers high quality instruction. In addition, 90% of students rate their instructor as either Excellent or Very Good on Student Evaluations (2013-2014).

Criteria used to decide the breadth, depth, rigor, sequencing, and time to completion are determined by faculty and their respective departments. Review of courses and programs take place during the five-year curriculum review cycle, and through the three-year program review cycle. Program review criteria are published in Board Policy 3255: Program Evaluation. During the course reviews, both the CAC and the articulation officer review curriculum for alignment with CSU and UC requirements to ensure appropriate breadth, depth, rigor, and sequencing of courses. The College has developed programs and plans together to improve time to completion rates for students as a result of the Student Support and Success Act. In addition to mandated support services, such as the comprehensive student education plans, Santa Barbara City College has created student success agreements (e.g. STEM Transfer Program Student Success Agreement), in an effort to improve students' timely completion of their programs. (Standard II.A.2.c)

The College offers a broad range of courses, both credit and noncredit, through face-to-face, hybrid, and online, and recognizes the use of varying instructional methodologies to meet the needs of a diverse student demographic with different levels of college readiness. The College has been working on their "One College" program whereby noncredit and credit will share the same calendar and scheduling, and the same student information system.

To address the diverse needs of students as reflected in part within their Student Demographics and Outcomes report results, in addition to its face-to-face offerings, the College has designed courses and programs that can be completed completely online. The College also has open-entry/open-exit courses face-to-face, and short-term self-paced courses offered face-to-face or online. The College offers Adult High School/GED and Adult Basic Education programs whereby students receive individualized help from a faculty member in an open lab format. Noncredit and computer classes are in Spanish for those with limited English skills.

The College indicates the use of a number of teaching methodologies (e.g. lecture, small-group discussions, panel debates, presentations, project based learning, field-based learning, problem solving, and service learning). The College received the Aspen Institute's 2013 Aspen Prize for Community College Excellence in addition to other awards. These awards support statements of the College's commitment to ingenuity in servicing the diverse needs of their community.

Examples of numerous YouTube instructional videos demonstrate that Santa Barbara City College provides resources to faculty on instructional methods (e.g. Moodle, flipped classroom, and the use of social media). Evidence of assignments employing the stated teaching methodologies in assessing student learning outcomes would provide additional

support that the College meets this Standard. For online instructional support, in addition to the Committee on Teaching and Learning, the College has a Committee on Online Instruction and a robust Faculty Resource Center. The Faculty Resource Center is involved in planning and training as requested by faculty and staff, they develop tutorials and instruction videos, assist with sharing best practices across departments, assist in the workflow of online courses, and provide technical assistance with an emphasis on pedagogy.

The College investigates the effectiveness of its delivery modes through data reported with its annual Institutional Effectiveness Report, which includes measures listed on the Chancellor's Office Student Success Scorecard. Data demonstrate that the College exceeds numerous state averages. (Standard II.A.2.d)

The College evaluates the effectiveness of its courses and programs primarily through its program review cycle. The program review template includes a section on Programs and Curriculum. In addition to asking departments to reflect on knowledge requirements, skills/competency requirement (course sequences, pre-requisites, co-requisites and advisories), and instruction methods, the templates request information on the status of courses with regard to the five-year COR review cycle, as well as information on SLOs associated with those courses listed. Evidence provided demonstrated a connection between the program review template and the Institutional Self Evaluation Report, prompting a response to any applicable actionable improvement plans identified in the Report.

The quality of information contained with program review related to course SLOs appears inconsistent. A review of an English program review from 2014 did not contain dialogue as prompted on SLOs, while a program review on Graphic Design and Photography included a thoughtful analysis of SLO attainment, and the department's responses. Review of a third program review for Health and Human Services / Alcohol and Drug Counseling showed yet another approach answering the prompts associated with SLO analysis, addressing compliance with the meeting of timelines, yet stating the difficulty in bringing the department together to discuss SLO results. The Program Evaluation Committee is aware of the need to better contextualize the questions on the program review template, and is reviewing the templates to increase consistency of program review information.

Data available for program review include student performance outcomes, in addition to SLOs at the course, program, and institutional level. Program review data also include information on how the program contributes to the mission and strategic objectives of the institution. The Program Evaluation Committee is charged with the responsibility to "synthesize" program review information into a report to the College Planning Council, with whom the responsibility of reviewing the District's Educational Master Plan rests. (Standard II.A.2.e)

The institution has a defined integrated planning system, as diagramed within the Santa Barbara City College Educational Master Plan 2014. The Educational Master Plan drives programs; programs inform strategic planning. The institutional mission and values drive strategic planning. The integrated planning manual is clear and effective in its presentation. The College Planning Council reviews the Educational Master Plan's Strategic Directions

and Strategic Goals annually, making recommendations/updates to the Superintendent/President. Beginning in 2014-2015, departments will be required to map at least one of their program goals to one or more of the institution's Strategic Directions and/or Strategic Goals.

Program review is central to the planning processes. In developing its report to the College Planning Council, the Program Evaluation Committee "synthesizes" information and data contained with program review. In addition, the Course Improvement Plans and Program Improvement Plans ensure that departments are engaging "in ongoing, systematic evaluation and integrated planning to ensure currency and measure achievement of their stated learning outcomes for courses, certificates, programs, and degrees." (Standard II.A.2.f)

The College uses validated, industry specific examinations where required to assess student's readiness for state or national certification or licensure; these examinations primarily for specific CTE programs (e.g. nursing, Marine Diving Technology, and EMT). The institution also employs standardized examinations for Chemistry, ESL, English Skills, and English departments. For Chemistry, the College provided an example of Santa Barbara City College averages against the national average on the American Chemical Society standardized exam. There was no evidence provided for ESL, English Skills, or English examinations; however, the College states that these exams are developed by division faculty, along with "other measures," and that faculty engage in "norming sessions" that "ensure instructors are evaluating with the same standards and that the measures are unbiased and valid." (Standard II.A.2.g)

The College has course SLOs listed on Course Outlines of Record. Evidence supports that course student learning outcomes are mapped to program learning outcomes. Since faculty are responsible for determining appropriate assessment, assignments, and rubrics, evidence demonstrating how SLO achievement is tied to grades, and the awarding of credit would be helpful. Again, while there is reportedly a rich dialogue that is core to the process in determining course expectations consistent with accepted norms, the College would benefit from a more direct linkage between CSLOs achievement and student performance data. (Standard II.A.2.h)

Program Student Learning Outcomes (PSLOs) are developed based on Course Student Learning Outcomes (CSLOs). Each program degree and/or certificate has PSLOs. Evidence is provided demonstrating that the institution has mapped the CSLOs to PSLOs, and that all PSLOs and CSLOs are published on the institution's SLO website. A comparison of PSLOs against additional student performance measures (e.g. Institutional Set Standards data), and the resulting discussion would be helpful in further demonstrating that achievement of student programmatic learning outcomes is the basis for awarding degrees and certificates. (Standard II.A.2.i)

The College's Philosophy on General Education is included in the college catalog, demonstrating the rationale for general education courses within its associate of arts or associate of science degrees. The institutional commitment to general education is also demonstrated within Board Policy 4024: Philosophy and Criteria for Associate's Degree and

General Education. BP 4024 was adopted by the Academic Senate on May 14, 2014. Through the Curriculum Advisory Committee, faculty are responsible for determining the appropriateness of each course for inclusion in the general education curriculum. The General Education Requirements for an Associate's Degree reflects the College's philosophy on general education. (Standard II.A.3)

The College demonstrates that faculty are involved in the development of basic content and methodology of the major areas of knowledge, and that the Curriculum Advisory Committee reviews and accepts recommendation from general education departments on the inclusion of courses within their subject areas. As noted above, SLOs at the course level are included on Course Outlines of Record, which are reviewed every five years. CSLOs are mapped to PSLOs, which are aligned with the ISLOs. The PSLOs and ISLOs contain language that indicate that the institution has comprehensive learning outcomes for the students who complete the general education requirements. (Standard II.A.3.a)

A review of the ISLOs demonstrate the College seeks to develop student capabilities in the areas of oral and written communication, information competency, scientific and quantitative reasoning, and critical analysis/logical thinking. The College offered additional courses that "emphasize the importance of being productive individuals and life-long learners (e.g. Personal Development 100).

Student's level of attainment in these areas is measured through the program review processes outlined within this Standard, and through the measurement of students' attainment of ISLOs. The 2013 Student College Experiences Survey provides the College with information on how students perceive their attainment of skills identified within the ISLOs. Student attainment is disaggregated by the number of units students have achieved in order to assess progress over time. The institution includes ISLO assessment results, indicating that overall 82.6%-89.75% of students are achieving general education SLOs. The team suggests it might be of interest to compare ISLO data to student persistence, completion, and transfer rates to demonstrate the connection between SLO data and student performance. (Standard II.A.3.b)

Each ISLO contain a number of competencies. Competencies for ISLOs IV, V, and VI demonstrate that the institution aspires to have its students recognize what it means to be ethical, and a good citizen. Other than through the self-reporting of students on the Student College Experiences Survey, it would be helpful to identify other methods by which the institution measures student attainment of these ISLOs.

In response to ongoing faculty concerns over inadequate student preparation for their courses, the Committee for Teaching and Learning sponsored Faculty Inquiry Groups (FIGs) Pilot Projects in order to better engage students in their own learning processes, and increase students' awareness of their level of preparation for college level coursework. Each of the FIG Pilot Projects presented were tied to an ISLO. Through these studies, not only did students become more aware of the ISLOs and their individual progress towards meeting these outcomes, but faculty were engaged in presenting their course content in a way that aligned with ISLOs. In turn, this has reengaged faculty in the usefulness of their CSLOs, and

increased awareness of the connection to ISLOs. Additional FIGs are being formed to address the remaining ISLOs. (Standard II.A.3.c)

Consistent with state law, the Curriculum Advisory Committee requires that all degrees include a minimum of 18 units within the major, and 18 units of general education. Santa Barbara City College has effectively demonstrated that degree programs include at least one area of focused study or interdisciplinary core. The state requirements, and stated expectations related to this Standard, are typically exceeded as a result of articulation/transfer agreements with four-year institutions. (Standard II.A.4)

Santa Barbara City College CTE courses have CSLOs that are tied to industry standards. CSLOs and PSLOs are reviewed as part of the program review process. The College demonstrates that the annual hosting of advisory committees contributes to the assessment of whether vocational and occupational certificates and degrees meet employment competencies. The Report states that “all new CTE programs are required to demonstrate that the curriculum being proposed is informed and endorsed by an advisory committee composed of members who represent the industry the program is intended to prepare student to enter,” in addition to labor market data. It would be helpful if the College could provide additional supporting evidence of these requirements.

The institution publishes their student success rates for those CTE programs with licensure or certification requirements. Overall the College has high pass rates (above 82%) for these programs. (Standard II.A.5)

The college catalog contains information about its programs. All degrees and certificates are clearly described, and include PSLOs. In addition to publication on the Santa Barbara City College website and within the college catalog, policies and support programs are covered in new student orientation. The College has evidence of requiring that students receive a course syllabus that contains the CSLOs as part of the faculty evaluation. (Standard II.A.6)

Transfer of credit policies are available primarily through publication of the college catalog, which is available online. The College provides necessary information on pre-requisites and co-requisites to students wishing to demonstrate meeting these requirements. Through the Articulation and Certification Office, the College has processes in place to “ensure that, whenever possible and appropriate, credit courses offered by the District have maximum transfer value to four-year institutions. The College cites use of the Handbook of California Articulation Policies and Procedures in overseeing articulation. (Standard II.A.6.a)

The College has not discontinued an instructional program within the past 10 years. In the event that the College would consider the discontinuance of a program, the process would be dictated by Administrative Procure 3255: Program Evaluation. Santa Barbara City College offers catalog rights to students that would be affected, and has a procedure whereby “global substitutions” assist students. (Standard II.A.6.b)

The College demonstrates that it conducts regular reviews of its policies and practices regarding publications to ensure their integrity through evidence of annual catalog updates,

curriculum guides, the College's web-based Degree Audit Reporting System, and other supporting documentation available on the College website (e.g. nursing, honors programs). Additionally, the Academic Senate meets twice monthly, at which time policies and procedures related to faculty and/or students may be reviewed, before being forwarded to the Board Policies and Administrative Procedures Committee, whose responsibilities include that of review policies and procedures not related to faculty or students. Final approval of policies and procedures is the responsibility of the Board of Trustees. The College indicates that it has a calendared review process that "insures that all course descriptions and program requirements are reviewed for completeness and conformity to the CAC prior to publication. Santa Barbara City College provides easy access to student achievement data, both through links to the Chancellor's Office Student Success Scorecard, and a wide array of reports on student performance and experiences on the Institutional Research webpage. (Standard II.A.6.c)

Santa Barbara City College has Board Policy 4030: Academic Freedom. This policy is available to faculty and the public. Furthermore, the College has in place Board Policy 7330: Political Activity, which "clarifies the rights of employees to support candidates or advocate for political issues on the employee's own time." The College has embedded the spirit of academic freedom in their faculty evaluation packets. Santa Barbara City College's policy on academic freedom distinguishes between personal conviction and professionally accepted view in a discipline, while promoting a spirit of inquiry. (Standard II.A.7.a)

Santa Barbara City College has Administrative Procedure 5231.6: Academic Integrity, and Administrative Procedure 5500: Standards of Student Conduct, both of which provide a mechanism by which the institution demonstrates public access to its policies on academic honesty. This information is available within the college catalog, on the student home pages in Pipeline (the College's online portal), and referenced during the orientation process.

Evidence of approval by the Academic Senate of a Student Honor Code was presented. Beginning in the fall of 2014, students must sign that they have read and will adhere to the Student Honor Code. (Standard II.A.7.b) The College does not have particular codes of honor that seek to instill specific beliefs or world views. (Standard II.A.7.c) The College does not have programs in foreign locations for students other than U.S. nationals. (Standard II.A.8)

Conclusions

The College meets the standard except for Standard II.A.1.b.

In order to support the College's commitment to sustainable continuous quality improvement, the team suggests the College demonstrate the relationship between adopted Student Learning Outcomes assessment data and achievement of degrees, certificates, programs and course credit. (Standards II.A.2.b, II.A.2.h)

In order to improve institutional effectiveness, the College should review Course Student Learning Outcomes assessment instruments and evaluate their efficacy. (Standards II.A.1.c., II.A.2.a.)

Recommendation

Recommendation 3: In order to meet the standard and increase effectiveness, the team recommends that the College update its Distance Education plan to ensure that departments align Distance Education programs with resource allocation and program review processes. (Standards I.B.3, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.b, II.C.1.c)

Standard II.B – Student Support Services

General Observations

The College provides students with multiple pathways into college and inclusive and sensitive services to meet the diverse needs of its students. Diversity considerations include socioeconomic status, cultural background, educational level, academic preparation, academic goals, and personal aspirations. Student support services staff are multicultural, multilingual, and trained in working with diverse populations.

The student support services are housed primarily in the Student Services building, on the east campus of the main site. It is located convenient to a campus entrance with a drop off waiting area, metered parking, and bike lanes adjacent. It includes the Welcome Center from which students and others may obtain general information in person or via phone. Front counter services, information centers, and computer and other lab settings are provided by various departments in the building. Departments are very well identified, directories are clear, supportive resource materials are readily available, and banners addressing the current ISLO are displayed prominently. For the Schott and Wake locations, located approximately five miles apart, student-needed support services are housed at the Schott location and delivered via support staff, telephone, and online at the Wake location. These sites provide community-responsive noncredit, adult high school, career, vocation and additional educational resources.

The student support services of the College consist of the following: academic, career, and transfer counseling; admissions and records; articulation and certification; assessment and placement testing; California Work Opportunity and Responsibility to Children (CalWORKs); career center; Cooperative Agencies Resources for Education (CARE); Disabled Students Programs and Services (DSPS); enrollment services; Extended Opportunity Programs and Services (EOPS); financial aid; Guardian Scholars Program; international student services; student life; student health and wellness; Student Success and Support Follow-up Program; transcript evaluation; transfer center; and veterans support and resource center.

The College's student support services use dialogue in the managing of resources to meet requirements and stay true to the college's mission. Formal discussion takes place at Student Support Services Leadership Committee (SSSLC) meetings held monthly. The committee is chaired by the Dean, Educational Programs – Student Support Services. The committee's functions include improvement of student learning and support opportunities, improvement of service quality, improvement of delivery of services, collaborative problem-solving, and discussion of ongoing projects. The relocation of the welcome center, and associated changes to offices, are provided as examples of the results from the dialogue in the SSSLC. (Standard II.B)

Findings and Evidence

The following have responsibility for quality assurance for the student support services: The Student Support Services Leadership Committee, Student Support Services Program Advisory Committee, the Student Equity and Student Success and Support Steering Committee, the Executive Vice President-Educational Programs, the Dean of Educational Programs – Student Services, and the Associate Dean Student Support Services. Additionally, the Office of Institutional Assessment, Research and Planning evaluates student retention, success, completion rates, number of degrees and certificates awarded, and transfer data. It provides these in its annual Institutional Effectiveness Report. The California Community College Chancellor's Office DataMart is also used to obtain data for quality assurance of the student support services. (Standard II.B.1)

The student support services conduct program review on a regular basis. Two processes, program review and review of performance on PSLOs, are used. Complete program review is done on a three-year cycle and annual program review updates are carried out. Program review focuses on student learning, persistence, and completion. These processes evaluate and demonstrate how the student support services are addressing the mission, core principles, and strategic directions and goals of the College. Program review is linked to the Education Master Plan. Resulting planning is evaluated by the Program Evaluation Committee (PEC) and the College Planning Council (CPC). A contracted auditor provides external reviews of the categorical programs. Student support services performance review is also carried out through regular faculty evaluations. The faculty evaluation process includes student evaluations. (Standard II.B.1)

Program Student Learning Outcomes (PSLOs) are used to assess performance in the student support services. Discussion takes place during meetings of the Student Support Services Leadership Committee (SSSLC). The SSSLC has a broadly representative membership of faculty and staff, as well as student support services managers. PSLO evaluation has led to redesigns of service methods and delivery. In particular, this process has moved from being program-centered to being student-centered; meaning, what is it that the student is intended to achieve or otherwise do. Improvement of student learning is the purpose. The PSLO process is used with program review for program improvement. (Standard II.B.1)

Technology and in-person resources are used to deliver services to students. The student portal handles registration, class adds and drops, transcript orders, student aid applications, personal information changes, grade viewing, graduation application, and reviewing degree progress. Matriculation services provided online include: application; registration; orientation; career, academic, and transfer education planning; early alert; academic and progress probation intervention; and, academic and progress dismissal intervention. Email, via the student portal, is also used. (Standard II.B.1)

The College has exclusively online programs, including 10 fully online degree programs. Online resources for students in these programs include application, enrollment, orientation, education planning, transfer information, financial aid, health and wellness services, career services, and transfer services. Financial aid can be accessed by students via their student

portal account. The Degree Audit Review System (DARS) is also available to all students and provides status of progress toward completion of the degree. Academic counseling provides the AskMe online service and it is used well for preparatory questions. Students may make appointments for academic counseling via online resources, and counselors can send texts to students to remind them of upcoming appointments. (Standard II.B.1)

The college catalog is updated and published on an annual basis. It includes information for the credit and noncredit programs. There is a college catalog Review Schedule coordinated by the Office of Marketing and Publications. The catalog is produced in print and provided online. Accessible, alternate formats of the catalog are made available by Disabled Student Programs and Services. The print version is distributed on campus, to faculty and departments, and to local high schools. It is provided to other high schools and colleges as requested. (Standard II.B.2)

Consistent with the accreditation standard, the catalogue (2014-15) provides the following General Information on the pages referenced: The official name, address, telephone numbers, and website address of the college (page 3); the educational mission (page 14); course, program, and degree offerings (pages 76-557); academic calendar and program length (pages 6-7); academic freedom statement (page 56); available student financial aid (pages 27-30); available learning resources (pages 39 and 357); names and degrees of administration and faculty (pages 560-569); and, names of governing board members (page 8). (Standard II.B.2.a)

The catalog (2014-15) provides the college's requirements, as listed: Admission (pages 18-21); student fees and other financial obligations (pages 26-27); and degree, certificates, graduation and transfer (pages 76-557). Special procedures for students enrolling in noncredit programs are listed in the noncredit printed and online schedule. These programs include Adult Basic Education, Adult High School, GED, Bilingual GED, ESL, and short-term vocational programs. (Standard II.B.2.b)

Major policies affecting students are provided in the college catalog. In the 2014-15 catalog, the following policy areas are provided: Academic regulations (pages 44-76); academic honesty (pages 49-52); nondiscrimination (pages 46-49); acceptance of transfer credits (pages 72-73); grievances and complaints (page 46); sexual harassment (pages 46-49); and refund of fees (pages 26-27). (Standard II.B.2.c)

Locations where policies may be found include the college catalog; the credit and noncredit schedule of classes; and the college website, listed as Board Policies and Administrative Procedures. Maintenance, including updating, of major policies and procedures affecting students is the responsibility of the Board Policy and Administrative Procedures Committee (BPAP). The committee's work includes response to changes in laws, regulations, and standards. (Standard II.B.2.d)

The College provides a comprehensive set of student support services. These services use Program Student Learning Outcomes, program review, and ongoing dialogue to identify and provide support programs and services. All functions are available on site on the main

campus. For the additional sites, the Schott Campus and the Wake Campus, the functions necessary for the noncredit programs are provided on the Schott Campus. Hours are primarily daytime and early evening, with two evenings per week on the main campus and extension of hours during busy periods. Online resources for students include application, enrollment, orientation, education planning, degree audit, transfer information, financial aid, health and wellness services, career services, and transfer services. Academic counseling provides the AskMe online question and answer service, as well as online appointment-making and texts to students for reminders of upcoming appointments. (Standard II.B.3)

The offices and services on the main campus are academic counseling, admissions and records, articulation office, assessment center, Athletic Achievement Zone, California Work Opportunity and Responsibility to Children (CalWORKs), career center, College Achievement Program, Disabled Student Programs and Services (DSPS), enrollment services/welcome center/outreach/orientation, Extended Opportunity Programs and Services (EOPS), financial aid, international student support program, office of student life/housing, student health and wellness center, summer bridge program, transfer center, and veteran support and resource center. The offices and services at the Schott Campus are academic counseling and advising, assessment and placement, assistance with transitioning to credit programs, career counseling and advising, information and registration, financial aid advising, follow-up services, outreach and recruitment, orientation, and transcript evaluation. (Standard II.B.3.a)

An online application is used for admission to the College. The application is available in both English and Spanish. Enrollment services are available in English and Spanish, as well. Students may access services through telephone or in person meetings, fax, email, the student portal, and the College's website. The College provides information to students about its student support services by way of the college catalog, the class schedules, the student portal, the college website, the Student Support Services Resource Guide, display boards, online events calendar, and program brochures. The student support services website was redesigned in 2015. Its online services now include orientation; career, academic, and transfer counseling; academic and progress probation intervention; academic and progress dismissal intervention; and information provided on office web sites and by email via the student portal. (Standard II.B.3.a)

Two of the college's Institutional Student Learning Outcomes (ISLOs) particularly address this standard. ISLO IV provides, "Students will be able to demonstrate knowledge of significant social, cultural, environmental and anesthetic perspectives." ISLO VI is, "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." (Standard II.B.3.b)

All students are required to acknowledge the College's "Honor Code" as part of their enrollment process. It addresses respect for the academic community and academic responsibilities. The student government, ASG, provides multiple avenues for participation in the governance of the college, as well leadership within the student body. Student

organizations number nearly 60 and include ones focused on issue awareness and cultural awareness. The student government sets up student participation in functions with a focus beyond the campus, including the “United Day of Caring”, an AIDS walk, and the “Meet Your Neighbor Day” with the Associated Students of the University of California at Santa Barbara (UCSB) and the Isla Vista Parks and Recreation Department. The cultural awareness-raising Leonardo Dorantes Lecture has been carried out for many years. The annual faculty lecture series features a selected faculty member engaging the campus community on topics of current interest. Students participate in regional competitions focused on particular areas of study. Student internships are available at UCSB. Works presented at the College art gallery include those from international artists and student artists and include a wide variety of media. There is an active theater group. Concerts are held during the academic year and feature a variety of types of music. (Standard II.B.3.b)

Personal Development (PD) courses address student goals and support development of life management and leadership skills. In intercollegiate athletics, the Captain's Council provides structure, communication, and guidance to and from the student athlete population and the broader campus community. An approved change to enrollment policy, activities providing alternatives to certain community events, and an elementary school youth fitness and sports training program have been produced by the Captain's Council. Students in Extended Opportunities, Programs, and Services (EOPS) do fundraising and have supported homeless resources. Students in the credit ESL program are provided activities through the ESL Club. The PASS program provides the ESL students they serve with tours of CTE programs, including culinary, automotive, cosmetology, nursing, and early childhood education. “City College Connect” is a health education club focusing on peer mentoring and classroom presentations on matters of nutrition, drugs and alcohol, and stress management. (Standard II.B.3.b)

The counseling faculty of the College provide academic, career, transfer, and personal counseling. Personal counseling is done in Student Health and Wellness. Leadership and coordination for counseling is provided by a combination of Dean and Associate Dean, Educational Programs—Student Support Services, directors and department chairs. There are 29 full-time and 22 adjunct counselors on the main campus. Counselors serve as liaisons to academic departments. Counseling takes place in centers and locations for academic counseling, career center, transfer center, iPATH, STEM, Express to Success, DSPS, EOPS, and student health services. In person and online services are provided. Online services are provided through a web site titled, “AskMe.” The services provided are answers to questions on academic, career, transfer, college programs, and academic planning matters. Drop-in and same-day counseling services are provided and were set up in response to appointment usage patterns observed in utilization analyses. There are multiple counselors and staff who are bilingual in Spanish and English. (Standard II.B.3.c)

Various service delivery methodologies have been implemented. These include online educational planning and advising, virtual counseling, services and tools for noncredit students, the iPATH first year experience, Early Alert with counseling when classroom faculty report a student in need, and the piloting of a case management system for new students incoming from high school. Online orientation, advising, and educational and career

planning tools are provided. Technology resources in use by counselors include tutorials for the Intersegmental General Education Transfer Curriculum (IGETC), transfer admission guarantees, articulation system to support transfer, the college document management system (WebNow), and Job Connection for employer information. Students have access to an online academic planning-degree audit tool. It is to be replaced by DegreeWorks, with a soft roll out scheduled for mid-fall 2015. Virtual counseling is offered to students in the Transfer Academy. Academic planning, transfer admissions requirements, short- and long-range goal planning, abbreviated and comprehensive student education plans, student success interventions, evaluation of transcripts, and support for student success are provided. (Standard II.B.3.c)

Noncredit program counseling tools include the SARS appointment scheduling and reporting system, enrollment management software used by noncredit programs, a student information system for adult high school and GED students referred to as Aeries, the Pipeline student portal, and Argos and Tableau for compiling reports. With the recent migration to the Banner system, additional student records resources have become available for noncredit program counseling. First-year experience (iPath) program counseling components include a cohort/caseload counseling system, counseling interventions and follow-up, referrals, and counselors working in connection with learning community faculty. The case management pilot for providing counseling services is designed to support new to college students. Student educational goals, progress toward goals, and first responder functions are provided by the counselor. The aim is to support six success factors identified by the Research and Planning Group (the RPGroup) for student success: “feeling directed, focused, nurtured, engaged, connected, and valued...” (Standard II.B.3.c)

Evaluation and professional development are core functions of the counseling faculty. Weekly meetings are held. New counselors are provided with experience in the various functions they will carry out, including counseling students and transcript evaluation. For all counselors, in-service days, seminars and conferences, and training tips via email are used. Annually updated binders and workshop attendance for current transfer requirement knowledge are emphasized. Counselors actively participate in key committees addressing student success and development, including the curriculum advisory committee, scholastic standards, honors advisory, Student Success and Support Advisory Committee, Partnership for Student Success, EOPS/Financial Aid Advisory, department chairs, and others. Evaluations and student surveys are conducted every three years for tenured counseling faculty. Program review and program student learning outcome processes are used to improve. Student-completed Academic Counseling Center Counselor Evaluations done in 2013 revealed that 95% of students agreed or strongly agreed that they would recommend counseling services to others. (Standard II.B.3.c)

The College has a mission statement and a core principle that support attention to diversity. It has two ISLOs that each include a competency addressing diversity. Specifically, ISLO IV, Competency 4.2: Explain how culture influences different beliefs, practices, and peoples; and, ISLO VI, Competency 6.3: Work effectively and civilly with others, respecting cultural, gender, and other group and individual differences. The College became a federal Title V Hispanic serving institution (HSI) in fall 2010. The groundwork is focused on increasing the

number of Hispanic and low income students through math and English completion and degree or transfer requirements. The college established the Express to Success Program, ESP, through its HSI grant. (Standard II.B.3.d)

The college addresses student understanding and appreciation of diversity through curricular, as well as co-curricular, components. There is a multicultural/gender studies degree requirement. Departments include: Asian American studies, Black studies, Chicano studies, ethnic studies, Native American studies, global studies, history, music, philosophy, political science, sociology, and Spanish. The co-curricular offerings of the College include the annual Leonardo Dorantes Memorial Lecture. Recent offerings have included Paul Saltzman on "Moving Beyond Prejudice," Reyna Grande on "The Color of Dreams," Erin Gruwell on "The Freedom Writers Diary," and Matthew Boger and Tim Zaal on "From Hate to Hope." The American Ethnic Studies Department and the Ethnic Studies Club worked together to provide a variety of offerings addressing a number of issues of diversity. A number of departments worked together on a campus event featuring the director of the film "Bring King to China." The Middle Eastern Studies Department and Club and the International Education Committee have created and produced a number of awareness raising activities. The library received a grant from the national endowment for the humanities for its "Bridging Cultures Bookshelf: Muslim Journeys." The communication and discussion leading up to the concern-responsive event in the spring 2015 event, "Inspiration or Marginalization: Cultural Appropriation and its Impact," evidenced levels of critical thinking, holistic consideration, and community sensitivity that can engage, inspire, and reinforce student understanding of the importance of diversity matters. (Standard II.B.3.d)

The broad spectrum of student organizations addressing matters of diversity speaks well of the campus attention to this area. These include an AB 540 organization, American Sign Language organization, Hillel, MEChA, the Queer and Ally Club, the Feminist Student Club, Chinese Scholars Association, Society of Hispanic Engineers, and more. The Study Abroad Program's locations of study have been broadly representative. They have included cities in Europe, Great Britain, Central America, South America, Australia, and Asia. The College enjoys especially positive ratings from students on matters of diversity. The spring 2013 Student College Experience Survey (SCES) included 94% agreement with a statement that the College has a welcoming and inclusive environment regardless of, "race/ethnicity, sexual orientation, disability status, age, gender, or religious affiliation." (Standard II.B.3.d)

As a California Community College, the institution practices what is known as open admissions. State law and regulation provides the standards for the admission of students. As such, the college does not employ a traditional admission instrument, such as one used by selective-admission institutions. The College uses a substantial multiple measures placement scheme for placing students in reading, writing, math, and ESL courses. For classes in English, this scheme includes raw scores from assessment instruments as well as student self-reported responses regarding years of high school English, grade in most recent English class, and high school GPA, college units planned, and employment hours planned. Similar schemes are used for course placements in math and for reading. ACT or SAT scores may be used for initial placements. The College carries out and maintains evaluation and validation of the instruments used for placement. The Assessment Committee oversees validation

studies and reviews placement trends. The instruments and practices are reviewed every six years. A consequential validity study is done for purposes of measuring student and faculty satisfaction with the placement process. The instruments used are subjected to cultural and linguistic bias studies. Disproportionate impact studies are done regularly to monitor placement rates by gender, ethnicity, and age. (Standard II.B.3.e)

The College maintains student records by way of the Banner student records system and the Perceptive document management system. Backup of the records happens by way of storage to a Quantum disk appliance and then transfer to a secondary disk appliance off site. The College is storing more and more types of materials in cloud-based resources such as those available from Google. The College has made provision for appropriate security of physical records. It has a memorandum of understanding (MOU) with another California public community college district for disaster-related needs to house records off site. This includes electronic locks on doors to locations with stored records. Board policy addresses grade changes and limits access to grade change functionality. The set of personnel with access to make grade changes is appropriately limited, and the Banner student record system maintains an audit trail of grade changes. The College provides thorough descriptions and procedures regarding release of student records in the class schedule and the catalog. It is suggested that the college place identical language regarding directory information and how to withhold directory information in the catalog and class schedule, and that it be consistent with Board Policy 5040: Student Records, Directory Information, and Privacy, as adopted in April, 2015. (Standard II.B.3.f)

Student support services evaluation processes include program review, PSLOs, program specific surveys, and college wide surveys. Central in annual planning processes is program review. It consists of the following sections: Mission, program overview, data analyses, PSLOs, narrative on program improvement, program goals and objectives, value statement, summary of activities, assessment of strengths and weaknesses, as well as staffing, technology, equipment, facilities, and other needs requests. All of the student support services programs have carried out one full cycle of PSLO work. PSLOs and improvement plans are maintained in-house by each program. The College is in the process of loading PSLOs and Program Improvement Plans (PIPs) into eLumens in order to make these resources available for download. Student Support Services Leadership Committee meetings address PSLO development, mapping, data collection, assessment, and implementation of Program Improvement Plans (PIPs). The Program Evaluation Committee (PEC) carries out tracking and quality review functions. (Standard II.B.4)

The Student Support Services emphasize that work in and on PSLOs has moved their analysis function from program-centered to student-centered interactions, with focus on student learning, success, and support. Quantitative measures include student utilization data, course completion rates, number of degrees and certificates awarded, year-end data, and data on the Chancellor's Office Scorecard. The College relies substantially on the Student College Experience Survey (SCES) for data from students. Administered every three to five years, this instrument is focused on student satisfaction. Its focal areas are: satisfaction with college life, the campus environment, and services and instruction; participation in activities outside of class, course location and scheduling preferences, and use of technology; and, student

feelings about their progress in skill areas based on the College's SLOs. Results from the 2013 administration of the SCES include 98% agreeing that, "academic and support programs are dedicated to the success of each student." The 2013 SCES was randomly distributed to 3,820 students, meaning 19% of the student body, and had a 72% response rate. (Standard II.B.4)

The College reports the following recent improvements to address students' needs from various programs:

- The Transfer Center PSLO, "Using Transfer Center Services, students are able to complete a transfer admission guarantee (TAG) successfully," led to the Center increasing the number of counseling hours for TAG students.
- Data analysis in Academic Counseling revealed an increase in the number of missed appointments. This analysis, along with literature review and evidence of the usefulness of same-day appointment-making led the department to, "...provide timely student interventions either at the front counter or in 30 or 45 minute same-day appointments."
- To improve compliance with applicable legislation and regulations, the Disabled Student Programs and Services (DSPS) department created a formal, disability-based course substitution process. The College states that, "Modifications may include substitution of specific courses required for...degree requirements, and adaptation of the manner in which specific courses are conducted."
- Also in DSPS, a new process was instituted for the sending of "electronic notifications to a targeted list of DSPS students' in order to raise student attention to accommodation request timelines and support student success.
- Student Health Services 2013 administration of the American College Health Association's (ACHA's) national College Health Assessment Survey identified student concerns and informed improvements made. These included more clinician hours; a second day of sexual health services per week; and, 30 additional hours per week of mental health counseling, with resulting wait times at one week or less. In addition, in 2012, student health and wellness launched its "Ask a Nurse" web site providing personal responses to student health questions in one to three days. It is heavily used, including for broadly current health concerns of students.

(Standard II.B.4)

Conclusion

The College meets the standard except for Standard II.B.1, II.B.3, II.B.3.a, and II.B.3.c.

Recommendation

See Recommendation 3

Standard II.C – Library and Learning Support Services

General Observations

Santa Barbara City College's Luria Library, Cartwright Learning Resources Center, Partnership for Student Success and other instructional computer labs are heavily and consistently used learning environments that provide walk-in and curriculum-integrated programs that directly support student success. Librarians and Learning Support Services personnel have strong participation in faculty-led committees focused on teaching and learning, student learning outcomes and professional development that informs the development and analysis of educational materials, services and equipment to support student learning and enhance the achievement of the mission of the institution. The College's Wake and Schott locations incorporate hands-on in-class and drop in tutoring services for noncredit programs including, ESL, vocational certificates, GED and adult high school programs. The Library and other learning support services complete program reviews as part of the College's 3-year cycle of Program Review.

The Luria Library and Cartwright Learning Resources Center (CLRC) are housed in tandem on the west side of campus. The Luria Library is actively welcoming and arranged to support a variety student needs with centrally located Reference desk, Circulation and Reserves desk, 75 station instructional computer lab, a Café, and a range of seating options for 500, including single study carrels on the quiet lower level, group tables, softer seating and 8 group study rooms. The library provides a variety of information competency instruction programs to support the ISLO and degree requirement. These include: Reference Services (one-on-one instruction), a 1-unit online credit course LIB 101 *Information Literacy*, and the collaboratively developed English 120: College Research Skills Course, a required co-requisite to the College's Freshman Composition course. Librarians also collaborate with discipline faculty to promote information literacy instruction and provide course-integrated research workshops.

The recently remodeled Cartwright Learning Resources Center, adjacent to the Library, includes the Writing Center, the Tutorial Center, an instructional computer lab, and a collection of course-integrated and supplemental multimedia instructional materials and videos. The Writing Center provides students the opportunity to work one-on-one with tutors trained to assist students with all types of writing assignments. The CLRC also provides a wide range of learning support workshops in computer-assisted instruction classrooms that can also be used by teachers. Two other Partnership for Student Success programs are located in other facilities on campus. The Gateway to Student Success Tutoring Center, located a modular building on the east side of campus, provides a meeting space for Gateway peer tutors and faculty to meet with their students. The Math Tutorial Lab, housed in a suite of classrooms in an adjacent building, offers supportive drop-in tutoring, access to computer-based math assignments, and study group space for students in all levels of math courses. The Academic Achievement Zone provides tutoring, study space, and workshops in a supportive environment for full-time student-athletes. Student success data shows that students using these services achieve higher course success outcomes than those who do not use these services.

Findings and Evidence

The College relies on the expertise of librarians, CLRC faculty and discipline faculty who use outreach and a collaborative process to develop and curate the physical and online collections and equipment for students. The librarians also utilize external collection analysis tools to determine gaps and areas that need updating. The Library's resources include: over 181,000 print and electronic books, a substantial print periodical collection, and 61 databases offering access to over 14,000 periodicals titles. The Library reserve collection also includes 2,600 frequently used course textbooks and other course-related materials. The CLRC has a collaboratively developed collection of 8,000 DVDs and online access to 40,000 instructional videos to supplement the curriculum. The Library and CLRC make comparable services available online to distance education students and students at off-site locations through well-designed websites. The Library, CLRC, Math Lab and Gateway Center have recently upgraded Mac and PC computers for student use. (Standard II.C.1.a.)

The Library and CLRC tutorial programs and services are focused to support and integrate the College's Institutional Student Learning Outcomes that foster student personal and academic development of critical thinking and information competency (ISLO I: Critical Thinking, Problem Solving, Creative Thinking, ISLO V: Information, Technology, and Media Literacy, and ISLO VI: Personal, Academic, and Career Development). The Library offers LIB 101 *Information Literacy*, a 1-unit credit course designed to teach information competency skills to fulfill the College's ISLO, the local Associate's Degree requirement and Liberal Studies Degree requirements. The course is also aligned to Association of College and Research Library Information Competency standards. The Library offers a high number of customized classroom-based course-integrated Research Workshops. The CLRC tutoring programs offer information competency instruction through workshops and Writing Center tutoring sessions. Information competency instruction is also provided one-on-one at the library reference desk and via online chat. The Library is piloting weekly "mobile librarian" research consultation hours in a residential area off campus. The Library also provides a variety of customized online research guides to support. CLRC workshop sessions are videotaped and made available online. The CLRC Tutoring Center and Partnership for Student Success programs (Writing Center, Math Tutorial Lab and Gateway Tutoring) monitor student success data to assess student learning. The library uses a variety of methods to assess instructional activities and student information competency skills. (Standard II.C.1.b.)

The College demonstrates a strong commitment to student access of the library and learning services with the Luria Library open an impressive 7 days and 92 hours per week and other learning support services open 46 to 52 hours per week. The Library and CLRC generally make their instructional resources and materials available to students online. Students can access the library online catalog, e-books, periodical databases and customized research guides online through user-friendly responsively designed websites. CLRC, Math Lab and Writing Center handouts are available online along with a curated list of links to selected videos and instructional guides. CLRC workshop presentations are videotaped and made available online. The Library provides online reference service throughout the Library's

long open hours, but these services are not available online outside library open hours (i.e. not 24/7). Interactive CLRC and Partnership tutorial services are not currently available outside center open hours. The College is piloting options for providing online synchronous tutorial support for distance education students. In order to improve online access to the College's specialized tutorial and library reference services, the team suggest the College implement more comprehensive online reference and tutorial services. The team also suggests the College should consider if tutorial support for noncredit programs should be expanded for off campus use. (Standard II.C.1.c)

The College's Information Technology, Security Services and Facilities coordinate to provide effective maintenance and security for the Library and other learning support services, equipment and facilities. The College demonstrates an emphasis on security and emergency response preparation and training that includes the Library and CLRC staff and facilities. The extended hours of the Library and some learning support services are a challenge for current custodial operations. (Standard II.C.1.d)

The College provides a wide range of library and learning resources and services that are adequate for the institution's intended purposes, are easily accessible, and well utilized. The performance of these services is evaluated on a regular basis through program review and a variety of formative and summative assessment methods to assure the reliability and value of all services, including those provided either directly or through contractual arrangement. (Standards II.C.1.a, II.C.1.e)

The College's Library, CLRC and Partnership for Student Success programs have developed services, resources and facilities that are focused on meeting identified student needs and course, program and institutional level student learning outcomes. Evidence of evaluation of programs in support of student learning outcomes is documented through a variety of directed and innovative methods that are documented in the College's Program Review and SLO Assessment Cycle. To improve institutional effectiveness, the Library and the College's learning support programs should continue to develop techniques for assessing how well the library and learning support services meet student needs. Librarians and faculty and staff in the other learning support services collaborate and participate in dialogue with discipline faculty to evaluate resources and services in support of student learning outcomes and student success. They also participate in campus wide committees focused on student learning, institutional learning outcomes and best practices for teaching and learning. (Standard II.C.2)

Conclusions

Santa Barbara City College supports the Library and a matrix of long-standing, well-coordinated learning support programs, services and facilities that welcome and engage student in learning. These include the Luria Library, Cartwright Learning Resources Center, specialized Partnership for Student Success learning support services, multiple computer labs, collaborative and group study learning environments, in-class, peer and professional tutorial programs, research instruction workshops and facilities to support the College's student learning outcomes and student success.

The College meets the standard except for Standard II.C.1, II.C.1.b, and II.C.1.c.

Recommendation

See Recommendation 3

Standard III – Resources

Standard III.A. Human Resources

General Observations

The Institutional Self Evaluation Report on this Standard is comprehensive and supported by appropriate evidence. The College demonstrates a strong emphasis on planning. Human resources planning is integrated with the College planning model which includes input from all campus constituencies. Transparency in the planning process is supported by the use Board Docs for various planning meetings. The College provides comprehensive, written guidance for key human resource functions. Many of the guides have been recently adopted. The positive attention and continuous improvement have resulted in new tools and guides for use in the HR. The quality, thoroughness, and readability of the guides is commendable. Hiring processes for faculty, classified staff and administrators is documented and verified through the site visit. The College provides many opportunities for Professional Development at all levels, including the Board of Trustees. There is a formalized process to evaluate and improve the breadth and effectiveness of training provided.

There is a high level of dialogue about student learning and institutional processes for evaluation and improvement as demonstrated through the integrated planning model. The components of the model touch on every aspect of the institution, including human resources. The deliberative process on replacing vacant positions and the staffing required to meet the mission are transparent. The institution is focused in recruiting new faculty to “enhance student learning and success and respond to diverse cultural, ethnic, socioeconomic, academic and disability backgrounds.”

Findings and Evidence

The College has policies and procedures for the hiring of faculty, staff and managers. The criteria, qualifications and procedures are clearly stated as evidenced in the job announcements and comprehensive guides have been developed for the recruitment and selection process. (Standard III.A.1.)

Hiring committees are in place to ensure equal access to employment opportunities. The College uses PeopleAdmin to post the required qualifications for all positions. Human Resources conducts a comprehensive orientation for all search committees before interviews commence which includes EEO training. The College plans to update this EEO training based on new requirements from the State Chancellor’s Office. There is evidence that the College is attentive to applicant pool diversity. The team strongly suggests the College develop and implement a comprehensive Equal Employment Opportunity Plan. (Standard III.A.1.a.)

The College recently implemented a new evaluation process for managers and supervisors. The new tool for managers has been well received with many stakeholders participating in the development. The College has identified an actionable improvement plan to examine the

evaluation process of the other employee groups. The faculty evaluation tool is still in development in consultation with the Academic Senate. Human Resources tracks evaluations and reports this information to the respective managers, but there is a lack of accountability for completing classified evaluations in timely manner. (Standard III.A.1.b.)

The faculty evaluations include effectiveness in producing student learning outcomes with accountability, as failure to meet SLOs results in improvement plan. Faculty leaders confirm the use of SLOs in their respective departments to focus on Course Improvement Plan (CIP). This integration is commendable. (Standard III.A.1.c.)

The institution embarked on a complete review and update of Board policies and procedures three years ago. This includes a comprehensive list of policies pertaining to ethical conduct for the Board of Trustees, Students, Faculty and the College as a whole. The College implemented an Institutional Code of Professional Ethics (BP 3050) for all personnel. The Board of Trustees has a Conflict of Interest policy (BP 2710) and a separate Code of Ethics/Standards of Practice (BP 2715). While the College does have policies addressing sexual and other assaults and prohibiting harassment and a designated Title IX Coordinator, the team strongly suggests the College implement a Title IX program to provide for the physical and psychological well-being of the College community. (Standard III.A.1.c)

The College has a sufficient number of qualified full-time faculty to meet the needs of the students and assure the quality of its programs. Annual program review ensures that numbers are sufficient. One measure of this is the full-time faculty obligation number (FON) that is required to be reported to the State Chancellor's Office each year. The College exceeded its FON in 2014. Additionally, 52% of instruction provided by full-time faculty, with 28% holding doctoral degrees. The College has an integrated planning process to request and prioritize new positions as it moves toward restoration of resources prior to the budget related reductions. Of note, Human Resources has only one management employee — the Vice President. While this creates a very flat, lean organization, the action improvement plans noted require additional management oversight to ensure implementation so the College can fulfill its mission. (Standard III.A.2.)

Policies and procedures ensuring fairness in employment procedures have been adopted by the institution and are on a regular review cycle. The human resources department adheres to the policies, guidelines and collective bargaining agreements that ensure there are no equal employment or discrimination concerns. Comprehensive Selection Committee Guides, which address issues of fairness in the hiring process are clear and easy to understand. (Standard III.A.3.a.)

Confidential personnel files are secured, and only those authorized staff in human resources are allowed access. Electronic data access to personnel information in the College systems is approved by the Vice President of Human Resources. There is appropriate separation between the access to HR data and Payroll data for information security purposes. (Standard III.A.3.b.)

The College demonstrates support for its diverse personnel through the semi-annual Campus Kick-Off event with a rich offering of workshops that promote inclusivity. In discussions with faculty, staff and administrators it was reported that these events have helped the College break down silos and work more collaboratively. Another support resource is the employee assistance program, Save A Valuable Employee (SAVE). This local program provides resources to meet the unique needs of the College's personnel and their families. (Standard III.A.4.a.)

The College is attentive to its applicant pool and collects the voluntary ethnicity data, but there is no evidence of assessment of the data or measurement of against a formalized EEO plan. The development of a comprehensive Equal Employment Opportunity Plan will assist in this effort. (Standard III.A.4.b.)

Holistically, the College demonstrates a commitment to transparency and information sharing. Broad participation is encouraged as evidenced through the Guide to Governance, college committees, and defined planning cycle. The College demonstrates integrity in its treatment of all faculty, staff, administrators and students by identifying those areas in Board Policy 3050: Institution Code of Ethics, Board Policy 3400: Protected Classes, Board Policy 3410: Nondiscrimination, Board Policy 3420: Equal Employment Opportunity, Board Policy 3430: Prohibition of Harassment, and Board Policy 7100: Diversity in Employment. One of the core principles of the College is to be student centered and provide a psychologically and physically supportive environment. There is no evidence of a Title IX program to support students; the team strongly suggests one be developed. (Standard III.A.4.c.)

The College established the Professional Development Advisory Committee in October 2014 to align opportunities with the Educational Master Plan. Discussions with faculty, staff and administrators indicate that there is a broad array of constituent representation and participation in support of a "culture of learning and engagement." The Campus Kick-Off event provides a vehicle for two focused days of training for all employees thematically arranged to reinforce the college mission. The closure of offices for the full day demonstrates a strong commitment to the development of faculty and staff. The commitment to teaching excellence is also evident in the Faculty Resource Center which employs 2 faculty and 5 staff. This is a tremendous allocation of resources to benefit instructional quality in support of student learning. Notably, the FRC is considering allowing classified staff to also avail themselves of this professional development resource. (Standard III.A.5.a.)

Surveys are conducted at the conclusion of most, if not all, professional development activities. Evidence indicates that the feedback is used to improve the program and plan workshops for the following event. (Standard III.A.5.b.)

Positive attention on process improvement has resulted in many new initiatives and processes. Program and resource planning integrates human resources with institution planning by considering all staffing requests as an overall process for the allocation of resources. During the budget reductions, the College critically evaluated each position before a vacancy replacement was requested. As budgets have been restored and new monies become available for staffing, all requests flow through the College Planning

Council. The planning process is transparent and information is available to the entire campus community through Board Docs. (Standard III.A.6.)

Conclusions

The College does not meet the standard, specifically Standard III.A.1.b.

The self-identified actionable improvement plans properly note the need to develop and implement an Equal Employment Opportunity Plan. The evidence shows the College already practices many of the components of such a plan. It is a matter of documenting and formalizing a plan through the established governance processes.

The College acknowledged that personnel evaluations are not completed in a regular and timely manner.

The core principles of the College are to be student centered and provide a psychologically and physically supportive environment. The Institutional Self Evaluation Report is silent on Title IX programs. The College does have policies prohibiting sexual harassment and addressing sexual and other assaults. The Vice President of Human Resources is designated as the Title IX Coordinator, but the absence of any formal Title IX program is noted.

Recommendation

Recommendation: 4: In order to meet the Standard, the team recommends the College complete personnel evaluations in a timely manner. (Standard III.A.1.b)

Standard III.B – Physical Resources

General Observations

The College constitutes the main campus located on 75 acres and two official centers: 1. Wake—located on 9.4 acres; and, 2. Schott—located on 3.3 acres. There are 65 buildings on the main campus, 21 at the Wake Center and 10 at the Schott Center. These facilities support instructional and student support programs for 30,687 students. The College's facilities are extremely aged at each of the College's sites, with the majority of the facilities having been built in the 1960's and 1970's. In addition, the College uses a large number of extremely old modular buildings which are not in compliance with the California Coastal Commission. The College's facilities are in desperate need of modernization or replacement. The College's Measure V Construction bond is about to complete its last planned project. The College has a significantly greater facilities needs that exceed the capacity of the remaining Measure V bond funds.

Adding to the facilities challenges, the College is masterfully managing its grounds during the severe drought currently impacting California.

The College's facilities planning process is integrated with the overall planning process where the EMP and Program Review drive the Facilities Mater Plan (FMP). There are additional plans required for state regulatory and local purposes that are informed by the FMP.

Despite its challenges associated with the age of its facilities the College provides a safe and conducive learning environment for its students at all of its campuses. (Standard III.B)

Findings and Evidence

The College uses a multitude of tools and processes to handle and ensure that all levels of Facilities needs from simple small maintenance and minor repairs to major capital construction projects are met.

The College has broken down the management of its physical resource processes into 5 categories:

- A. Work Orders and Minor Maintenance
- B. Infrastructure Upgrades and Scheduled Maintenance
- C. Major Maintenance and Facility Improvement
- D. Program Review (Projects that originate from Department Program Reviews)
- E. Capital Improvement or New Construction

Each category has defined processes and parameters for projects that meet the qualifying criteria. Each criterion is supported by web based tools to ensure effective processing. The tools range from online work order system, ProCore project management system, FUSION for facility space inventory and major capital outlay planning, Facilities and Operations

website, and Online Plan Room, which provides facilities building plans. In addition, the Board of Trustees has adopted construction, furniture and equipment standards.

The College's long-term facilities planning centers around the Facilities Master Plan which is driven by the Educational Master Plan. The College also uses a long range facilities planning document (LRDP) required by the California Coastal Commission (CCC). In addition, the Chancellor's Office requires the annual long term Five Year Capital Outlay Plan, Scheduled Maintenance and Special Repairs Program Five-Year Plan, and Space Inventory Reports. In 2013, the College also conducted a facilities condition assessment. The College received input from College stakeholders and a prioritized list of facilities improvement projects was consolidated by CPC. These plans and reports have been vetted by various College stakeholders. The College also has used campus surveys to further inform for development of the plans. The College also initiated a new program initiative called *Program Location and Land Use Master Plan* (PLLUMP). This program was instituted to assist in updating the Colleges Facilities Master Plan. The PLLUMP established long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, and parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines and budget considerations. The 15-year facilities planning vision established by PLLUMP will, upon completion, establish the foundation for the College's Facilities Master Plan.

The day to day maintenance and grounds is managed by the Facilities and Operations Department (F&O). The Department is responsible for addressing work orders for small maintenance and repairs. Work orders are prioritized in the following manner: 1. Health and Safety, which are addressed immediately; 2. Instructional operations; and, 3. aesthetics or convenience. In addition, the College has F&O manpower located at the Schott and Wake Centers utilizing the same work order systems, allowing the Department to provide comprehensive coverage of the College's facilities. The Department budget equates to 5% of the total college expenditures and includes Fleet Services and F&O support for the Community Services Department, which schedules community use of the college facilities.

The College uses an inventory control system to monitor its equipment and furniture. Furniture and equipment are recorded in an inventory control system maintained by Purchasing/Warehouse Department. College departments are responsible for managing the maintenance and repairs of their assigned equipment and furniture. Faculty and staff monitor usage and condition of departmental equipment in regular, periodic equipment checks. Processes such as work orders, purchase orders, contract procedures, and other standard preventative maintenance procedures have been well established to ensure college equipment is maintained in good working order and safe condition.

The F&O department also conducts regular safety inspections of equipment such as fire alarm systems and elevators.

New equipment and furniture requests are made through the Program Review process. In addition, the College has adopted classroom furniture standards.

The College has been challenged with no longer being able expand its parking facilities due to a permanent moratorium established by the California Coastal Commission. The College developed and implemented the Transportation Demand Management Plan (TDMP) and has successfully reduced the overall need for expanded parking. The program works to provide alternative transportation opportunities which include the use of bikes, bus, walking, motorcycle/scooter, and ride share, as well as infrastructure to support the alternative transportation modes. The program has been successful in managing the increased demands for parking as the College's student population has continued to grow. (Standard III.B.1.a)

The College is required for its construction projects to follow the regulations of the Department of State Architects (DSA) and ADA requirements. These regulations ensure that facilities are built or modernized for fire, life and safety including integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and firefighting equipment access into projects as well as path of travel for access for persons with disabilities. The College further enhances safety of the facilities through the incorporation of additional systems which include an automated web-based door locking system, building security and fire alarm systems, security cameras, holdup buttons, exterior and interior emergency phones, emergency building generators, Automated External Defibrillators (AED's), rolling evacuation wheelchairs, and emergency preparedness supplies and equipment.

The College also has an emergency response plan that includes individuals with command and control responsibilities in the event of an emergency. These individuals are equipped with a supply of personal emergency response gear and are assigned the primary role of assisting with the safe and orderly evacuation of buildings during emergencies. They are also supported by a radio network, used daily by operational departments, and five satellite phones to ensure communication during a disaster situation. Included in every instructional space and public gathering area are emergency survival guide posters, emergency guide flip charts, an evacuation plan, building evacuation route diagrams, and information identifying evacuation sites during certain emergencies, such as gas leaks, fires, or earthquakes.

The College also uses State allocations of scheduled maintenance funds to abate hazardous material. In addition, the College has implemented a Light Emitting Diode (LED) lighting technology to improve the quality and clarity of night time lighting and improve safety for students and employees on campus at night. During the course of interviewing a student and security representatives, it was noted that this project had improved the lighting at night on campus. However, they noted there are still areas of the campus, particularly on the edges of the main campus that could use further improvements in night time lighting.

The College has implemented the Leadership in Energy and Environmental Design (LEED) project certification system which ensures a building is designed and built using strategies that improve building performance. These measures include energy savings, water efficiency, carbon monoxide (CO₂) emissions reduction, improved indoor environmental quality, and stewardship of resources, and sensitivity to their impacts. For projects not following the LEED certification, the College adopted standards for construction, and equipment and furniture. The standards are requirements that ensure a more healthful interior environment,

including guidelines for: Carpet and adhesives that are climate neutral; Paint that does not include volatile organic compounds; CO2 sensors to avoid buildup of unhealthy levels of CO2 and to control fresh air exchange; Integration with the College's Energy Management System to respond to fluctuating occupancy levels and provide occupants with a range of temperature controls; and, Ergonomic furniture that meets LEED criteria.

The F&O department uses a variety of methods for regularly assessing the working and learning environment to ensure that it is properly maintained for occupant health, safety, and welfare. The methods used are: 1. Facility Condition Assessment conducted by the CCC Foundation for inclusion in the FUSION data base; 2. Routine building equipment inspections including building generators, elevators, fire alarm systems, and backflow prevention devices; 3. Routine City and County Fire Department inspections; 4. Program Review; 5. Assessments by the Disabled Student Programs and Services department; 6. Input from the Facilities, Safety, Security and Parking Committee; 7. Board of Trustees Facilities subcommittee; and, 8. Review of day to day communications from work orders or other communications on safety issues. (Standard III.B.1.b)

The College's Facilities Master Plan (FMP) is guided by the College EMP. The Facilities Master Plan which serves as the College's primary capital planning document which guides and informs both the long range facilities planning document (LRDP) and the Five Year Capital Outlay Plan (FYCOP). The linkage between the EMP and the FMP ensures support of long range improvement goals. The College is required by the California Coastal Commission to maintain a LRDP. The LRDP identifies the major capital outlay projects the College has identified as a priority and plans to execute over a five to ten year period, and is required to be amended through the Public Works Plan Amendment process as projects are added or deleted. Every revision to the LRDP requires approval by the California Coastal Commission. This report, along with the State Chancellor's Office annual long term Five Year Capital Outlay Plan (FYCOP), represents the projects that have been identified by the College as critical facility improvement work that responds to the College's institutional goals which are then vetted, prioritized, and approved through the consultation process.

The preparation of long-range capital plans considers Total Cost of Ownership (TCO) through cost modeling that is included within the long range capital plans and is prepared based on the historical cost for past college projects, the expertise of professional consultants, and the cost guidelines established by the California Community College Chancellor's Office. The College's long-range capital plans take into account enrollments into the future and existing and projected staffing levels to identify associated costs such as increased utility costs, additional furniture and equipment needs, and ongoing maintenance and repair. Estimated costs for implementation of projects included in long-range plans are inserted into funding schedules that align with expected allocations of college construction funds, local bond funds, state funds, and anticipated incentives/rebates to ensure the College follows its budgeting principles. (Standard III.B.2.a)

To assess the needs of programs and services when planning projects, the College employs a consultation process that follows the Integrated Planning Concept Model identified in the Educational Master Plan. The Integrated Planning Process serves as the basis for all physical

resource planning and ensures all constituencies throughout the College are provided the opportunity for input and consultation. As defined in the EMP, the Facilities Master Plan “guides the District’s future facilities growth and development based on the goals established by the Educational Master Plan.” The FMP is further informed by College surveys of departments and programs.

The College has also conducted a facilities assessment process to further assist with determining a comprehensive list of the most critically needed infrastructure and facility improvement projects throughout all three campuses and then to prepare an associated cost estimate for each. The resulting master list then proceeded through the College’s consultation process, culminating in a College Planning Council ranked list of facility needs across the three campuses.

The College has also developed a Major Maintenance and Facility Improvement Projects Plan—major maintenance and facility improvement projects generally under \$1 million and constitutes critical facility needs identified through input and requests from college employees via work order or email. The plan follows the consultation process for prioritization of projects and allocation of funds. Health and Safety projects are given the highest priority.

After completion of this work, and the resulting identification of future capital improvement needs, the College initiated the development of the Program Location and Land Use Master Plan (PLLUMP). Through a highly consultative process that has involved participatory groups representing all college constituencies, the plan establishes long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines, and budget considerations. PLLUMP will also result in a 15-year facilities planning vision for the campus environs that assures efficient and effective utilization of college facilities and supports the institution’s mission, instructional programs, and support services. Also inclusive in this plan, are aesthetic design standards that guide the ongoing evolution of all campuses to ensure that current and future projects align with the College’s core values and connect the historical context of campuses to their future iterations.

The College’s assessments of its facilities planning processes for the improvement or replacement of physical resources are based on the integrated planning process entrenched throughout all of the College’s planning documents. Continuous assessment and improvement are an integral part of these cyclical processes. As indicated in the EMP, these plans require regular, consistent forms of measurement. The Institutional Effectiveness Report, program review, and the Reflections on SBCC survey provide both quantitative and qualitative feedback and allow for all college constituencies to evaluate the effectiveness of physical resource planning. Work or outcomes that are determined to be deficient are reexamined to identify the instigating factor, and corrections are then made to address noted deficiencies. (Standard III.B.2.b)

Conclusion

The College meets the standard.

Recommendation

Recommendation 5: In order to ensure the College's aging facilities continue to meet and support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

Standard III.C – Technology Resources

General Observations

The majority of technology services at SBCC are provided by the Information Technology Division (ITD). ITD is the largest technology support group on campus and is composed of 45 staff broken out into three primary groups, Infrastructure and Systems, User Services, and Academic Technology Support. In addition to ITD, there is also a Faculty Resource Center (FRC) with a director, administrative assistant, and three full-time support staff who provide faculty training on the learning management system and other instructional packages. The Infrastructure and Systems group provides support for the campus network, wired and wireless, campus servers, and all administrative software. In addition, this group is responsible for campus printing and duplicating and management of the campus phone system. (Standard III.C.1, III.C.1.a)

The College's technology infrastructure provides a modern wide area network (WAN), spanning three campuses and two remote locations, and an extensive local area network (LAN) on the Main Campus, supporting instructional and administrative applications. In the past two years, 2012-13 and 2013-14, Information Technology has replaced 872 desktop computers as part of the annual refresh program. (Standard III.C.1, III.C.1.a)

This data center hosts all of the College's onsite enterprise applications and mission-critical applications. Server configurations for most of the College's mission-critical applications employ an NTier model (i.e., separate servers for presentation, application, and database) with multiple load balanced Web/application servers front-ending clustered database servers. The majority of campus applications/services have already been moved to web-based interfaces. Many of these applications, including Google Apps, Zoom videoconferencing, Moodle, Campus Bookstore, and WorldCat (the library's automated catalog), and the Adobe suite of applications, are hosted in the cloud, ensuring availability independent of the college network. (Standard III.C.1, III.C.1.a)

With an understanding that training is necessary for the effective application of its technology, the College has been diligent in ensuring comprehensive training for students and personnel. When addressing the needs of specific units or departments, the responsible area for a technology takes a leadership role in providing initial and ongoing training opportunities/resources. SBCC provides high-quality training in the effective application of its information technology to students and personnel. In addition to the formal training programs, a significant amount of technology training is offered one-on-one/as-needed to employees by the ITD Helpdesk or by the area supporting a software/service. Just in time training on how to use the Pipeline portal and Banner enterprise resource planning self-service is provided to students at their first point of contact in the Admissions and Records Office. Admissions Outreach offers a variety of personal technology training services to students bilingually in English and Spanish that are designed to coincide with registration and other high-impact periods. Other departments such as ESL and EOPS also provide customized training for students. ITD has assured that all new computer site construction is ADA compliant. These departments provide individual, small-, and large-group training.

Training improvement and enhancement is also determined via input from technology committees such as the Instructional Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee, all committees of the Academic Senate. The Computer Applications and Office Management program (COMP) offers classes on all the productivity software that students are expected to use while taking courses at the College. This program offers courses in the Microsoft Office suite of applications as well as all of the Google applications. The School of Media Arts program offers courses in all of the major Adobe applications. At the Wake and Schott satellite campuses, student training is provided through the local learning centers. (Standard III.C.1.b)

The institution plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment based on the College's planning processes. Individual departments identify technology needs via the annual Program Review process, campus stakeholders engage in college wide technology planning and implementation committees, students and employees participate in campus wide technology surveys, and the institution utilizes evaluations/assessments to help identify current and future technology needs. Technology planning is rooted in the technology objectives contained in the Educational Master Plan and further refined in the District Technology Plan. The campus community has fully embraced the use of the qualitative aspects of the Program Review Process. The District Technology Committee (DTC), with input from the Instructional Technology Committee (ITC) and the Administrative Applications Workgroup are the primary groups responsible for developing the District Technology Plan. DTC includes representation from all college constituencies, including administration, faculty, staff, and students. The purpose of the District Technology Committee is to: make recommendations to the College Planning Council on IT planning priorities, new IT resources and requests, and IT policies; oversee and implement the District Technology Plan; purchase and oversee installation of campus technology, including both replacement and new hardware and software; assess the effectiveness of technology planning; serve as technical support and resources to units of the College that are using technology to serve students, faculty, staff, and community-based organizations; and, oversee and receive recommendations from the Administrative Applications Workgroup. Institutional support for a customized Moodle course/learning management system providing fully online, hybrid, and web-enhanced classroom-based instruction coupled with the judicious use of technology to support teaching and learning support a rich teaching and learning environment for students, faculty, and staff, both on and off campus. With this base foundation, the College continues to expand options for students so they may complete certificate and degree programs through online and hybrid modalities. The combination of a robust and reliable infrastructure and the deployment of modern online web-based applications greatly enhance administrative and instructional operations and the effectiveness of the College. (Standard III.C.1.c)

The institution distributes and utilizes technology resources based on the College's planning processes. By doing so, it ensures that technology directly supports the development, maintenance and enhancement of its program and services. Each operational unit on campus has a technology budget to support their technology needs or responsibilities. Augmentations to the budget to fund a growing or new need are requested via the Program Planning Process. The availability of the enterprise software and services directly supports the development,

maintenance, and enhancement of programs and services. Distribution Technology is widely distributed across the SBCC campuses. New technology requests are submitted annually as part of the program review process. These requests are prioritized by the District Technology Committee and Academic Senate committees and then forwarded to the College Planning Council which reviews and makes recommendations to the Superintendent/ President for inclusion within the annual budgeting process. (Standard III.C.1.d)

As part of the implementation of the Ellucian Banner ERP, the College followed Ellucian's Unified Digital Campus philosophy to provide seamless access to electronic resources to students, faculty, and staff. The campus portal (<http://pipeline.sbccc.edu>) is the gateway to almost all campus electronic resources, providing single sign-on to student information, reporting, file sharing, campus debit card features, and email. It also provides a central location for messaging and updates to current events from the Channels, SBCC's online student newspaper, and FaST News, a publication for college employees authored and distributed by the Public Information Officer. (Standard III.C.1.d)

The College enables a standardized Central Authentication Service (CAS) as the authentication mechanism, providing global credentials that can be recognized across all campus electronic systems. Portal accounts are created automatically for students and employees. Campus wireless access is ubiquitous, requiring web-based sign-on using the same authentication schema used elsewhere at the College. The number of connections to campus Wi-Fi access points is closely monitored, and additional access points are scheduled for installation when the average load on an individual access point exceeds 60% more than 20% of the business day. (Standard III.C.1.d)

Debit privileges, enabled as part of the upgrade to the campus ID card system, allow the use of the campus ID card for payment for almost all campus financial transactions including food service, bookstore, vending, pay for print, and library fines. A web interface is also provided for parents, allowing them to add value to their student's campus card from off-campus, and also to restrict these funds to specific areas such as the bookstore, dining, or campus printing. (Standard III.C.1.d)

The College has expanded the campus ID card system to include keyless access to campus buildings. By spring of 2015, all external entry doors to campus buildings and classroom doors were upgraded for keyless entry. This system provides for scheduling open and locked times for rooms as well as giving the administration the ability to force an all-campus or building-by-building lockdown. (Standard III.C.1.d)

SBCC is a Google Apps for Education campus which provides web-based email, calendaring, file storage, YouTube video storage, Google sites, and a large number of related services. These services are available to all students, faculty, and staff. Each person is provisioned with unlimited file storage. Google Apps were initially configured for all students in 2011 and in the following year, the faculty/staff migration began. The introduction of a modern, web-based collaboration toolset has dramatically changed the nature and quality of campus document sharing and collaborative writing. Not only has this

impact been felt in the classroom, but also in administrative offices across the campus. (Standard III.C.1.d)

Technology planning is integrated with institutional planning. The College systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement. In the last several years, the College has developed a robust program review process that requires all programs, areas and units to use consistent data sets to evaluate its needs and current use of all resources including technology needs. This analysis becomes part of the program's improvement plan and then informs the area or unit plans. These Mission critical priorities inform the planning process in relation to technology needs in the Technology Master Plan. The Technology Master Plan represents the results of a detailed assessment of technology needs related to technology infrastructure required to administer college services and the infrastructure, hardware, software and services needed to support instructional and student support programs. The resulting plan details the required technology for achieving the goals set forward in the Educational Master Plan and for the fulfillment of the College Mission. While similar in structure to the Facilities Master Plan, technology embraces the reality of the rate at which innovation in technology occurs. As such, the plan is updated and goals are structured to provide flexibility and the ability to adapt to the changing technology trends. (Standard III.C.2)

It is important to recognize the success of the College's ability to support technology needs even in economically challenging times as demonstrated by the Reflections on SBCC2014 survey in which technology, hardware, and training were the three areas given the highest ratings by faculty and staff as having sufficient resources to support student success. Systematic Assessment: The Information Technology Division continually monitors and reports on the campus use of technology. This information is used extensively for resource planning and allocation of resources. ITD planning takes into account many considerations, including traditional IT monitoring such as bandwidth utilization, server CPU and memory utilization, available disk space, and the more recently installed software that monitors actual usage statistics for classrooms and computer labs. Student computer lab usage reports were used effectively in a study of student computer labs which made a number of recommendations to improve the utilization of campus technology. Integrated Planning Technology planning is guided by the District Technology Plan which is based upon the goals set forth in the Educational Master Plan. The District Technology Committee (DTC) is charged with the development, implementation, and evaluation of the Technology plan. The committee is chaired by the Vice President of Information Technology and includes at least one faculty member from each of the educational divisions, representatives for each of the college vice presidents, the three ITD Directors, the Senior Director of Institutional Assessment, Research, and Planning, two CSEA representatives, and one student representative appointed by the Associated Student Government. The DTC oversees current and future technology needs for the entire campus community. (Standard III.C.2)

Findings and Evidence

The College's technology infrastructure is designed from the bottom up to be resilient and recoverable. All critical systems are maintained in a virtual server environment with

automatic failover to redundant systems in the event of a localized hardware failure. All network connectivity is supported by redundant links and switches within the data center as well as to the internet, providing users with high availability. The largest single suite of applications currently supported is the Ellucian Banner Student System which includes Human Resources, Finance, Payroll, Financial Aid, Admissions and Records, and the integrated Pipeline Portal for increased interactivity and social presence in their online classes. The College implemented Moodle (i.e., Modular Object- Oriented Dynamic Learning Environment) in the fall of 2011 and has recently upgraded to Moodle 2.6. The College student system, Banner, automatically generates a Moodle shell for every credit course offering. Faculty members have the opportunity to teach technology-enhanced classes utilizing Moodle. SBCC is considering switching platforms from Moodle to Canvas. (Standard III.C.1, III.C.1.a)

In the spring 2013 Student College Experiences Survey, a majority of respondents (94%) indicated that they feel comfortable using a computer to complete course-related assignments, and 80% of respondents indicated that they use the campus portal “almost every day” or “several times a week.” Helpdesk surveys from training sessions annually exceed four points on a five-point scale. Faculty training activities in the FRC are assessed by the FRC staff and used in planning future training activities. In the Reflections on SBCC 2013 survey, technology, hardware, and training were the three areas to support student success. Again in the Reflections on SBCC 2014 survey, the ratings for these increased and continued to outpace satisfaction with staffing and facilities as summarized in the figure below. Training for Staff and Administrators: The primary approach for delivering staff training is to ensure that it is available for all the software applications in use by staff. This training is provided through workshops and classes offered throughout each year. In addition, staff can self-select individualized professional development opportunities by contacting the Helpdesk and requesting technology-related training. Many of the College’s staff take full advantage of the many courses offered online through @One from the California Community Colleges State Chancellor’s Office.

The Faculty Resource Center (FRC) is central to ongoing training at the College for full-time and adjunct faculty, as well as instructional support staff. (Standard III.C.1.b)

Most campus training activities are followed by a survey to assess end user satisfaction. Although these surveys indicate a high level of user satisfaction, the College is planning to develop a newer standardized assessment tool to measure user satisfaction as well as to gauge interest in other training opportunities. The College provides abundant training opportunities for students and employees in group training, one-on-one training, online tutorials, and via the campus Helpdesk. The College continually evaluates and updates training materials which support use of campus information technology. 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. New adjunct faculty members can participate in an intensive, two-day series of training seminars and workshops on the campus enterprise systems such as the use of Pipeline, Banner, Google Apps, Moodle, campus Wi-Fi network, and the College’s media-enhanced classrooms. The Faculty Resource Center (FRC) is central to ongoing training at the College for full-time and adjunct faculty, as well as

instructional support staff. The FRC, with five full-time staff and two faculty (re-assigned time), provides in-person, online, synchronous, and asynchronous training. This training is available through a series of scheduled small-group workshops each semester, by appointment, on an individual drop-in basis, or virtually. The Faculty Professional Development Committee, an Academic Senate committee, plans and organizes technology training through its “Flex” site, workshops, symposia, student grants, and numerous additional activities. (Standard III.C.1.b)

Full-time faculty members are required to complete 60 hours of professional development per year. Adjunct faculty members are required to engage in as many hours of professional development activities as the number of credit hours they teach per semester. The effectiveness of this training is continuously modified and enhanced through feedback on faculty surveys, analysis of Helpdesk calls, and input from faculty technology committees such as the Instructional Technology Committee, the Committee on Online Instruction, and the Faculty Professional Development Committee. (Standard III.C.1.b)

Since the last self-evaluation, the College now has acquired a more appropriate infrastructure to support the operations of a College its size. ITD ensures that all technology acquired, maintained, upgraded or replaced meets the College's mission and strategic goals. ITD also helps oversee implementation plans, ensure purchases meet current technology standards, assure that acquisitions requiring ongoing institutional support fit into the support and resources ITD can provide. The ITD area also works with purchasing vendors to maximize budget efficiencies, for example with statewide buys. ITD continues to service and maintain supported department software (i.e. software that resides on the College's enterprise servers). Annual technology resource requests are routed through the College's program review process and are evaluated by departments, and the Academic Senate before final ranking by the College. Departmental requests for technology services, facilities, hardware, and software are vetted through this process annually and are responsive to budgetary changes that mandate either more or less investment in a given year. (Standard III.C.1.c)

Annually, the District Technology Committee and Instructional Technology Committee review any modifications to the campus standards for hardware and software and approve the standard systems for that year. (Standard III.C.1.c)

The District Technology Committee has the responsibility for developing the District Technology Plan. This planning activity is informed by the Educational Master Plan and involves multiple groups across campus. This planning process has resulted in the College's current Technology Plan. (Standard III.C.1.c)

The College systematically plans and budgets for campus technology. The highly integrated nature of these planning activities ensures that institutional priorities are set within the college governance groups and expressed in the Educational Master Plan and in the District Technology Plan. This process informs the decisions made in evaluating hardware and software requests during the annual program review process. By tightly coupling the planning and budgeting processes, the College is able to realize exceptional value from its technology expenditures. Planning by the District Technology and Instructional Technology

committees drives the introduction of new technologies at SBCC. New technology requests are submitted annually as part of the program review process. These requests are prioritized by the District Technology Committee and Academic Senate committees and then forwarded to the College Planning Council which reviews and makes recommendations to the Superintendent/ President for inclusion within the annual budgeting process. (Standard III.C.1.c)

The planning process for the Educational Master Plan and the ancillary District Technology Plan provide a transparent and participative process that has resulted in a continued focus on student success and institutional effectiveness. These planning activities coupled with a well-established annual program review process have resulted in an effective distribution of technology resources across the campus, providing technology in support of instruction in the classroom and supporting students either through Wi-Fi access with their own devices or via campus supplied technology in the computer labs and classrooms across the campuses. Having an explicit goal in the 2011-14 District Technology Plan to “create an optimal physical and technological environment” has resulted in the College using the new technologies of virtualization and cloud-hosted services to provide a robust and reliable infrastructure for students and staff. (Standard III.C.1.c)

Chromebooks or thin client laptops that can be placed in any classroom that requires the use of computers during a class session are currently in place. Virtual desktop conversions are being discussed/planned. The advantage of using virtual desktop technology is that there is no longer a need for college staff to manage multiple laptop computers. This new technology allows one server administrator to effectively manage the configurations and devices in all of the mobile labs. The College’s commitment to provide desktop or laptop computers to all full-time faculty and staff and to upgrade that equipment on a regularly scheduled interval has effectively distributed desktop technology across all segments of the campus. (Standard III.C.1.c)

Based on the needs defined in the Technology Implementation Plan, the ITD is effective in ensuring that all technology acquired, maintained, upgraded or replaces meets the College's mission and strategic goals. The implementation of enhanced videoconferencing services in support of the College’s distance learning program and physical campuses is important in connectivity to the campus community. In 2013, the College selected Zoom.us as the supported videoconferencing vendor based upon cost, ease of use, and quality of the end user experience. With the introduction of easy to use internet conferencing, the relatively infrequent use of legacy Tandberg videoconferencing equipment exploded into relatively high usage across the campus. The largest campus user is the Health Information Technology program, which is a totally online program. The HIT faculty use videoconferencing for both faculty meetings and faculty/student meetings. In the most recent version of Moodle, Zoom videoconferencing software has been given learning tools interoperability (LTI) integration to make it even easier to access from within a Moodle course. (Standard III.C.1.d)

The College is also developing desktop virtualization technology to give students greater access to software resources on and off campus. The College applied for and was subsequently awarded a \$50K startup grant from the Santa Barbara Foundation to pursue this

goal. The final part of this project is to create virtual computer labs that will be accessible from off campus to provide online students the same access to campus computer labs as students physically on campus. The deployment of virtual desktops has resulted in the development of mobile labs that are basically a secure cart housing 20-30 Chromebooks or thin client laptops that can be placed in any classroom that requires the use of computers during a class session. The advantage of using virtual desktop technology is that there is no longer a need for college staff to manage multiple laptop computers. (Standard III.C.1.d)

The College's commitment to provide desktop or laptop computers to all full-time faculty and staff and to upgrade that equipment on a regularly scheduled interval has effectively distributed desktop technology across all segments of the campus. This commitment was established as part of the planning process within the District Technology Committee. Additional technology resources are regularly awarded to both instructional and operational programs as part of the annual program review process. The combination of District Technology Planning and the annual program review process has contributed to a successful and effective deployment of technology across the college campus. (Standard III.C.1.d)

Technology planning is integrated with institutional planning at multiple levels. Technology acquisitions are clearly linked to planning goals and are evaluated. These evaluations, and evaluations of technology needs, are the basis for improvement. ITD ensures that all technology acquired maintained, upgraded or replaced meets the College's mission and strategic goals. ITD helps oversee implementation plans, ensure purchases meet current technology standards, assure that acquisitions requiring ongoing institutional support fall into the support and resources ITD can provide. The tight integration between technology planning and budgeting ensures that the resources required by college programs and services are planned, budgeted for, and implemented. Goal 3.1 of the Educational Master Plan states, "Systematically identify and improve operations using appropriate technology." This goal has resulted in 14 planning initiatives within the current District Technology Plan and will ultimately spawn other resource requests within the program review process each year in the future. These initiatives directly support the development, maintenance, and enhancement of college programs and services. The broad participation in both planning and budgeting activities across the campus provides for a wide distribution of technology resources that "ultimately support teaching, learning, and student success and goal attainment." Effective monitoring of technology resources allows the College to appropriately scale up heavily utilized services while the program review process assists in identifying new technology resource requirements as well as determining the efficacy of existing resources. (Standard III.C.2)

Effective monitoring of technology resources allows the College to appropriately scale up heavily utilized services while the program review process assists in identifying new technology resource requirements as well as determining the efficacy of existing resources. Within the program review, the initial questions are focused on how the instructional program's mission relates to the College's Mission as well as articulating what has happened since the last program review. (Standard III.C.2)

Conclusions

The team has reviewed the elements of Standard III.C and has found the institution to meet the Commission's requirements.

The team suggests the College consider expanding access to and increase the quality of comprehensive student data, including the disaggregation of student achievement data and student learning outcomes assessment results by instructional modality. This student data should be utilized by the College Administration to facilitate decision making and policy. (Standard III.C.1, III.C.1.a) The team also suggests the College consider enhancing wireless internet access throughout the main campus and satellite centers. (Standard III.C.1, III.C.1.a) Further, the team suggests the College consider reviewing its process of project prioritization. (Standard III.C.1.c)

Recommendation

None

Standard III.D – Financial Resources

General Observations

The College is fiscally stable enabling it to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services.

The Board of Trustees has established a series of policies that include budget development process and fiscal and budget management procedures as well as a reserves policy that provide the context for the financial management of the College. The College has an overall General Fund budget of \$127 million. This provides sufficient revenues to support ongoing and educational improvements and associated expenditures. In addition, the College has unrestricted reserves at levels averaging approximately 30% that further ensure the fiscal stability and ongoing solvency of the College. Board policy also provides procedures for the use of reserves. The College has implemented fiscal controls that ensure the integrity of the fiscal management of the College. These controls were recently enhanced as part of the District becoming fiscally independent which required implementation of new and enhanced controls. Resources are allocated through integrated planning process driven by the Colleges Educational Master Plan and Program Review process. These processes set the priorities for allocating fiscal resources.

The Colleges financial planning is further enhanced by a robust fiscal reporting system which includes monthly meetings with the Board Fiscal sub-committee and quarterly and annual reports available to the Board of Trustees, college faculty, staff and students and public constituencies. Budget reporting includes forums for review and input of annual budgets. (Standard III.D)

Findings and Evidence

The Board of Trustees has established specific policies for Budget Preparation (BP 6200) and Principles for Budget Development (BP 6225). These policies establish direction for the College's Budget Development process. The College's financial planning is driven by Board Policies and the Educational Master Plan (EMP) which create strategic directions and goals for the College. Program reviews, which are directly linked to the EMP, are done annually and reviewed by the Planning and Resource Committee, Academic Senate, Presidents Cabinet, and College Planning Council (CPC). The CPC consolidates the institutional and fiscal plans contained within the Program Reviews which are then utilized to prioritize and allocate fiscal resource budget recommendations for approval by the College President.

The Colleges financial management is further enhanced by the Board of Trustees Fiscal subcommittee. The committee meets monthly and reviews quarterly financial management reports, fiscal projections, and other various financial matters and reports. (Standard III.D.1.a)

The Colleges Fiscal Services Department coordinates the development and consolidation consistent with the Board's Budget Preparation and Development policies. The approved CPC recommended institutional and fiscal plans are the primary basis for the budget. This ensures that long-term fixed obligations are budgeted for, along with institutional priorities to meet the institutions mission and goals.

Fiscal Services utilizes the most current projections from the State Chancellor's Office when developing the budget. In addition, changes associated with collective bargaining agreements and other obligations are also incorporated into the planning process. During the budget development process financial data is reviewed in detail. This review also includes reviews to ensure compliance with the 50% law and balanced budgets for restricted categorical programs. (Standard III.D.1.b)

The College plans and allocates resources for payment of debt liabilities, insurance costs and other future obligations. The Board Budget Development policy requires that long-term fixed obligations are incorporated into the budget planning process. In addition, the Board Finance Committee also reviews both long-term and short-term obligations. Recent meetings have included reviews of the long-term projected impacts of STRS and PERS rate changes. In addition, the Committee also reviews the financing of upcoming facilities construction projects. The College has also recognized its OPEB obligations. The OPEB funding obligation is very small (actuarial present value of the obligation is \$6.4 million) with an ARC of \$486K. Due to the small size of the obligation, the College has opted to continue funding the retiree payment obligations on a pay as you go basis. Further evidence of the College's ability for meeting its long term obligations is reflected in the outstanding underlying credit ratings. The College, which has received credit ratings from Moody's of Aa1 and Standards and Poor's of AA+, is reflective of the institution being viewed as having low financial risk of default on its long-term liabilities. (Standard III.D.1.c)

The College planning is driven by the EMP. The Program Review process is the mechanism that creates the plans for meeting the EMP's strategic direction and goals. The program review process includes opportunities for all college stakeholders. The Program Reviews are vetted through Program Evaluation Committee, College Planning Council, Planning and Resource Committee, and the Board of Trustees. The College issues an annual calendar for program review and budget development. Further evidence of the awareness of financial and institutional planning comes from the 2014 Reflections on SBCC Survey (pages 6 through 15) that found a significantly large number of respondents aware of the planning and budget process. When asked, "Does the planning process drive budget allocations," 49% responded yes, 22% neutral, and 23% I do not know. Only 6% answered no. (Standard III.D.1.d)

The budget and audits indicate an appropriate allocation and use of financial resources. The 2013-14 audit reflects a minimal number of findings. The college's audits have reported overall unqualified opinions since its last accreditation. The annual audit and budget are reviewed with the Board Finance Committee as well as Board of Trustees in public session. In addition the Fiscal Services Department public website also provides public links to the Colleges audits and budget information for the current and prior years (Standard III.D.2.a).

The College has two audits, an overall audit and then an audit of the Proposition 39 Measure V Bonds. The College audits, since its last self evaluation, have been unqualified. The College has responded in a timely manner to audit findings and the number of findings has decreased over that period. The Board Finance Committee and Board of Trustees review the audits annually. The audits provide adequate information for financial management and planning (Standard III.D.2.b)

The College has an online fiscal reporting tool, Simpler Systems Financial Reporting system. This system provides real time budget status reports comparing budget to actual data for all funds and budget centers. The system also allows for multiple year comparisons of data. There are currently 300 active users of the system. The system also allows for the rollup of fund types and other summaries users may need. This allows managers and staff real time budget and actual financial information in order to facilitate their budget management responsibilities. In interviews with users of the system, it was generally found to be fairly easy to utilize and helpful in budget management. In discussions with Fiscal Services staff, they indicated that the department concurred that the Simpler System was a very good tool for financial management of College department budgets, but indicated a need for the Fiscal Services Department to have a more sophisticated budget and reporting tool in order to further enhance the department's ability to do more technical fiscal compilations, reconciliations, analysis, and reporting.

The College further disseminates fiscal data by issuing periodic budget updates and through budget forums allowing for questions and answers sessions. In addition, fiscal data is reported to the Board of Trustees and Board Finance Committee on a quarterly or annual basis. Various current and historical fiscal reports can also be found online at the Fiscal Services Department website (Standard III.D.2.c).

All of the Colleges financial resources are used for their intended purposes. The Colleges primary debt fund associated with Measure V is reviewed by the Bond Oversight committee and subject to a specific annual audit. The Colleges fundraising activities, auxiliary services and categorical and grant funding are subject to annual review and are part of the Colleges annual audit. In addition, the Fiscal Services Department implements and maintains fiscal controls ensuring the integrity of the use of these various funds (Standard III.D.2.d).

Review of the Colleges internal controls are part of its annual audit. In 2014-15 as part of the College becoming fiscally independent the College undertook a special internal control audit. The results of the audit allowed for the enhancement of the College's internal controls and meet all of the requirements for becoming fiscally independent. The Fiscal Services Department also conducts periodic internal reviews of processes and procedures and has recently implemented revised cash handling processes in order to enhance the fiscal controls of the College's cash processing (Standard III.D.2.e).

Provision of Property and Liability insurance is another area that requires regular review. The College participates in a joint venture under a joint powers agreement ("JPA") with the Alliance of Schools for Cooperative Insurance Programs ("ASCIP") for property and liability coverage. ASCIP in turn participates in Schools Excess Liability Fund ("SELF") for

umbrella coverage. The College maintains an insurance fund, which has a sufficient balance to cover exposure to claims within the self-insured retention. The College also 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 workers compensation program is fully funded.

The institution sets a minimum reserve level based upon Board Policy which requires several subsets of unrestricted reserves. This results in reserves levels averaging around 30% per year since 2012-13. The College’s conservative approach to projecting revenues and expenditures for budgetary purposes, combined with a reserve policy, ensures adequate cash flows to meet ongoing operating cash flow requirements. (Standard III.D.3.a)

The College’s financial management is guided by Board Policy 6230: Budget Management, Board Policy 6300: Fiscal Management, Board Policy 6305: Reserves, and Board Policy 6400: Financial Audits. These policies, combined with annual fiscal audits of all of the Colleges operations and audit of the Measure V bond funds, provide the institution regular assessments of the oversight of the College’s finances. The auditors have issued unqualified opinions on the financial statements and have found no material weaknesses in internal controls. The annual audits of the College also provide an evaluation of internal controls and compliance with requirements for state and federal programs. The College’s fiscal management is furtherer enhanced, by required regular reporting to the state for state categorical and grant funded programs. (Standard III.D.3.b)

The College conducts an OPEB actuarial study every two years per the requirements of GASB 45. The last actuarial study was conducted in October 2014. The District’s annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The College’s ARC is \$486k per year. The actuarial present value of the College’s obligation is very small at only \$6.4 million. The college also limits the amount of vacation and compensatory time carryover, which limits the compensated absence liability. In addition, the College’s reserve policy provides for reserves to be set aside to fund for accumulated teacher load units (TLU). (Standards III.D.3.c, III.D.3.d)

The College has three local long-term debts: 1. The General Obligation bond from Measure V of \$62 million, with an outstanding bond principal balance as of June 30, 2014 of \$59 million; 2. two loans from the California Energy Commission, both paid from the construction fund for the photovoltaic system of \$1,950,000 with an outstanding principal balance as of June 30, 2014 of \$1,570,294 and a lighting program of \$750,000 with an outstanding principal balance as of June 30, 2014 of \$662,772; and, 3. a 0% interest loan from Southern California Edison paid through on-bill financing of \$333,000, with an outstanding principal balance as of June 30, 2014 of \$318,487. Per the Board policy on Budget Development Guidelines, fixed obligations must be addressed in the development of the budget. The local taxpayers pay through their property taxes the principle and interest cost for the Measure V bonds. The College has shown that it has adequate financial resources to meet the recurring debt obligations for these loans. (Standard III.D.3.e)

The College uses multiple approaches to manage its student loan default rates. They have an internal financial counseling program which requires students to meet with a financial advisor annually. In addition, the College partnered with American Student Assistance, a non-profit organization to provide an online financial advisory tool called SALT. These efforts appear to have resulted in a drop in student loan default rates from 23% in 2010 to 17% 2011 cohorts. These default rates are well below the federal guideline. (Standard III.D.3.f)

The primary contracts held by the College are associated with construction related projects and information technology software and maintenance agreements in support of administrative systems used by the College. The College is required to have all contracts approved by the Board of Trustees. The College's contracts are governed by the California Public Contract Code. In addition, the Board of Trustees has a policy (BP 6330) and associated administrative procedures that further govern the management of contracts. The College also incorporates appropriate terms and conditions to terminate upon contract default or if regulatory approvals are not received. (Standard III.D.3.g)

The College uses multiple sources for reviewing the effectiveness of its past fiscal planning:

1. Annual independent audit reports, other external audits and reviews, and internal business process analysis to assess the effectiveness of its financial management Systems;
2. Fiscal Services Department does its own self-evaluation following the annual independent audit, this self-evaluation includes critique of accounting processes and identification of ways to strengthen internal controls and adherence to professional accounting standards;
3. Program reviews are completed annually for the Fiscal Services Department, which includes payroll, accounting, and student finance; and,
4. Annual College survey called Reflections on SBCC exploring College employee awareness of budgets and fiscal matters. (Standard III.D.3.h)

The College's Program Review process requires annual reviews of instructional and administrative departments. These reviews include an evaluation of the use of fiscal and other college resources. As part of these Program Reviews, each department makes a thorough assessment of all aspects of its program and services, including progress toward student learning outcomes or service outcomes and resource needs. After each Program Review, the Program Evaluation Committee (PEC) reviews and assess the use of the College's financial resources conducting a comprehensive cost benefit analysis evaluating the impact on the programs operations, as well as the impact on other parts of the College's operations. These Program Reviews are vetted, evaluated, and ranked by appropriate campus committees, subcommittees, and governance groups. These committees make their recommendations to the College Planning Council (CPC). CPC is responsible for developing, overseeing, and integrating budget development and other fiscal matters with institutional planning. The CPC consolidates the institutional and fiscal plans contained within the Program Reviews which are then utilized to prioritize and allocate fiscal resource budget recommendations for approval by the College President (Standard III.D.4).

Conclusion

The College meets the standard.

Recommendations

None

Standard IV – Leadership and Governance
Standard IV.A – Decision-Making Roles and Processes
Standard IV.B – Board and Administrative Organization

General Observations

Since the site visit in 2009, The District has made marked improvements toward compliance with Standard IV.B: Board and Administrative Organization. Regular training has been provided for the Board of Trustees in several areas including the complementary roles of trustees and the Superintendent/President. Leadership within the College is distributed and effective. Leadership at the Board level is focused on policy governance and evaluating the CEO, quality of programs, services, and mission attainment. There is genuine buy-in to leadership at SBCC including its participatory governance groups, executive leaders, and the Board of Trustees. The ultimate beneficiaries of such strength in leadership are the students and communities that SBCC serves and are evidenced, at least, in the national and state awards for excellence that the College has earned since 2009.

Findings and Evidence

The College defines two aspects of its culture that speaks to this standard: 1. “Distributed Leadership,” a decentralized leadership structure, which facilitates leadership from across the campus, as reported from all campus constituents; and, 2. Empowerment, innovation, and excellence focused on the purpose of the mission statement in the first line, “dedicated to the success of each student.” As a result of the distributed leadership model, the campus has established processes and created structures that serve as “catalysts” for leadership to foster excellence at the institution. The College developed a “Resource Guide to Governance and Decision-Making.” This document outlines roles and responsibilities of each constituent group and its impact on the decision-making process.

The participatory structure at the College is expansive and diverse. The College Planning Council is the highest level of participatory governance body and generally serves to make critical recommendations to the Superintendent/President on budget, integration of planning, resource allocation and other matters of the college. The College Planning Council promotes communication, identifies areas warranting further study, oversees the Educational Master Planning and monitors compliance with the Accreditation Standards. Discussions with members of the College Planning Council and attendance at a College Planning Council meeting validated the College Council’s key role in the governance structure as reported in the Institutional Self Evaluation Report.

The Board of Trustees has taken action to educate itself regarding the scope of its authority and the roles of the institution’s governance groups especially related to empowerment and participatory governance processes. Board training has been conducted at least annually, and Board members attend additional workshops throughout the year related to performance and the role of the Board. The Board reviews the scope of its role and responsibilities each December at its organizational meeting. (Standard IV.A.1)

Constituent groups that have a role in the participatory governance include: Academic Senate, Classified Consultation Group, President's Cabinet, Advancing Leadership Committee, and Associated Student Government. The College developed a Resource Guide to Governance and Decision-Making and is the framework for participatory governance. The College Planning Council is charged with making recommendations on issues having college wide impact, including planning, resource allocation, and institutional effectiveness. Faculty participates through Academic Senate and department chairs. Administrator's governance roles are effected through the Advancing Leadership Committee, President's Cabinet and President's Cabinet Plus, and Deans Council. Since 2013 the President's Cabinet has been augmented on a bi-monthly basis by the leadership of the Academic Senate, Advancing Leadership Committee, and Classified Consultation Group. Students and staff have defined roles and responsibilities which are outlined in the Resource Guide to Governance and Decision-Making and supported by Board Policy 2510. Responses to Reflections Survey 2014 indicate slight positive increases in agreement that the College has made improvements in affirming a commitment to participatory governance. The College indicated the following Actionable Improvement Plan in the Institutional Self Evaluation Report: "Strengthen the structure of and role of the Classified Consultation Group in institutional governance and promote and support broad participation by classified staff in the body." It is clear the College values engagement at all levels and, as noted in the Actionable Improvement Plan, is working to increase participation in the Classified Consultation Group. (Standard IV.A.2.a)

The College's faculty structure includes, Academic Senate, Curriculum Advisory Committee, Academic Senate Committees, Partnership for Student Success Steering Committee and Departments. Deans Council provides an opportunity for academic administrators to advise the Executive Vice President, Educational Programs on instructional and student support issues related to budgeting, planning, accreditation, curriculum, and enrollment management. The Deans Council implements administrative procedures and oversees the day-to-day operations of Educational Programs. The Reflections Survey in fall 2014 indicates positive responses to several questions related to instructional and support services and program quality.

Responses to institutional climate and quality from the 2013 and 2014 Reflections Surveys indicate positive steps in the direction of quality and climate. In 2013, the College published the Resource Guide to Governance and Decision-Making, which defines roles and responsibilities of each of the participatory structures. Board Policies are in place which reinforces alignment with the College mission and core principles. (Standards IV.A.2.b, IV.A.3)

The College has a number of relationships with external educational agencies and responds to agency requirements for validation, affiliation, and/or accreditation in a timely manner. Evidence supports the College is in good standing with external agencies requiring accreditation and/or affirmation on a cyclical basis.

The College has received three ACCJC special team visits since 2009: November 2011, April 2013, and April 2014. The November 2011 special team visit resulted from a 2011

complaint filed with ACCJC. In March 2012, the College was notified it had been placed on warning. The College was removed from warning in June 2013. Various reports were submitted addressing areas of concern related to leadership and governance. The College complied with ACCJC requirements in a timely manner. (Standard IV.A.4)

The College has both formal and informal evaluation processes in place to assess and implement ongoing improvement. Since 2010, the College has initiated a number of strategies to address evaluation and a commitment to ongoing improvement. Since 2012, several assessment processes and tools have emerged and are regularly implemented. The evaluation cycle involves an annual documentation review of the Resource Guide to Governance and Decision-Making by the College Planning Council and the Governance Process Review is completed biannually regarding the efficacy of the governance processes and structure of the process itself. A survey is administered to each governance group, and results are reviewed with each group and evaluated against the purpose and goals of the group. The College also administers a campus climate assessment annually, the SBCC Reflections Survey, which focuses on opinions of the College's effectiveness in areas of planning, budgeting, student learning, resources, leadership, and governance. Reflections survey results are posted on the Institutional Research webpage. The Board of Trustees conducts an annual self-evaluation. (Standard IV.A.5)

The Santa Barbara Community College District is a single-college-district with seven elected members from defined areas as well as a student trustee. The Board of Trustees represents the citizens of the District and governs in accordance with the responsibilities and authority defined in California State Law (Education Code Section 70902). Members are elected to represent the areas as defined by Board Policy 2100: Board Elections. The elected Board operates as an independent policy-making body. The Board acts as a whole, even on difficult issues, such as its decision to support the College's decision to deactivate the intercollegiate men's tennis team. The Board received input from constituents regarding the deactivation of the men's tennis team and then supported the decision as a Board. The Board protects the College from undue influence or pressure by upholding its mission. The visiting team confirmed, through its interview with the Board, that the trustees act as a whole after reaching a decision. Further, the visiting team confirmed that the Board reflects the public interest in board activities and decisions, has important discussions and debates, and then moves forward together as a united board. The District is engaged in updating its Board Policies with a plan for review and completion. The District has implemented a well-defined process for constituent review of Board Policies that facilitates broad participation in the review process. The policy review is also aligning policies with the mission of the college. The District has dedicated considerable resources to this work including hiring an outside professional expert in the area of California Community College policies and procedures. (Standards IV.B.1.a, IV.B.1.b)

SBCC Board Policy 2200: Board Duties and Responsibilities defines the responsibilities of the Board. The following sentence is from BP 2200. "The Board of Trustees is responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the institution's mission is implemented." The Board agenda and minutes confirm that the District's finances are regularly reviewed and that there is appropriate

engagement related to board evaluation of the quality of educational programs. Legal matters are addressed in closed session as appropriate and necessary. (Standard IV.B.1.c)

SBCC publishes all board policies on the College's website. Board's size, duties, responsibilities, structure, code of ethics and standards, compensation, and operating procedures are specified in board policies. The visiting team confirmed that appropriate board policies are published and available to all constituents. The Superintendent/President oversees the administrative structure that adequately supports the College's purposes, size, and complexity. (Standard IV.B.1.d)

Discussions with the Board confirm the Board is acting in a manner consistent with its policies. Considerable effort has been made to educate the Board on its roles and responsibilities through board study sessions and trainings. The College and the Board have put into practice a cyclical comprehensive review of board policies and administrative procedures. (Standard IV.B.1.e)

The Superintendent/President and senior administrators provide an orientation program for potential new board members and new board members are assigned a mentor from one of the sitting trustees. Board membership provides for continuity of membership outlined in Board Policy 2110: Vacancies on the Board and staggered terms of office in Board Policy 2100: Board Elections. Evidence of attendance records support that board members regularly attend trainings pertaining to board roles and responsibilities. Board Policy 2745: Board Self-Evaluation defines the board self-evaluation process and it conducts an annual and anonymous survey regarding performance and results of the survey facilitate discussion that leads to development of annual board goals. (Standards IV.B.1.f, IVB.1.g)

Board Policy 2715: Code of Ethics/Standards of Practice defines the Board of Trustees ethical practices. The Board reviews the Code of Ethics annually. The Board is kept apprised of the accreditation process at regular intervals during board reports and other communication, according to Board Policy 3200: Accreditation. Board Policy 2431: Superintendent/President Selection and Board Policy 2435: Evaluation of the Superintendent/President, respectively, outline the Board's responsibility for selection and evaluation of the Superintendent/President and the evaluation is consistent with the employment agreement described in Administrative Procedure 2435: Evaluation of Superintendent/President. The Superintendent President has been delegated, by the Board, full responsibility and authority to implement and administer board policies without board interference. (Standards IV.B.1.h, IV.B.1.i, IVB.1.j)

The Superintendent/President delegates responsibilities and authority appropriately. For example, the Superintendent/President delegates authority over the academic administrative structure to the Executive Vice President and the administrative services structure to the Vice President of Business Services, the Vice President of Human Resources, and the Vice President of Information Technology. The College included organizational charts in its self-evaluation document that clearly outlines the report structure at the College. (Standard IV.B.2.a)

The Superintendent/President works through a distributed leadership model to establish processes for planning and institutional improvement/effectiveness. The various groups involved in distributed governance and their roles are found in the SBCC Resource Guide to Governance and Decision-Making. The process is collegial and includes data from institutional research as needed. The Educational Master Plan is focused on student learning and it informs other plans. The College Planning Council makes recommendations for resource allocations to the Superintendent/President. The Superintendent/President assures that the practices are consistent with institutional mission and board policies. The Superintendent/President is delegated the authority to lead and directed to comply with laws and regulations by the SBCC Board of Trustees (BP 2030). (Standards IV.B.2.b, IV.B.2.c)

The Superintendent/President effectively controls budget and expenditures as evidenced by the priority given to a balanced budget during the first year at the college. A zero-based budgeting process was implemented, and the College Council continues to provide oversight and helps operationalize and monitor the budget process. (Standard IVB.2.d)

The Superintendent/President is a strong communicator, as demonstrated by establishing multiple levels of communication and shared governance structures designed to engage all constituent groups including the Board of Trustees. Walks around campus, weekly blogs and regular meetings with individuals throughout the campus are examples of evidence confirming the Superintendent/President's commitment to personal engagement. In addition, the Superintendent/President takes an active leadership role in the communities served by the institution by serving on boards and committees. (Standard IVB.2.e)

Conclusions

It is evident that since the last site visit and subsequent sanction and visits, that the leadership and governance issues brought to the College's attention by the ACCJC have been addressed and the institution has done a significant amount of work to resolve the issues. The publication of the Resource Guide to Governance and Decision-Making has made clear the roles and responsibilities of each of the constituent groups. The critical role of the College Planning Council and other constituent group committees makes it clear the executive leadership values collaboration and engagement at all levels of the institution. The formation of the new Advancing Leadership Committee has assured another critical group is heard and provided a forum for discussion and participation in participatory governance. The Board has received training and approved board policies to ensure that the roles and responsibilities of the Board and CEO are clear, distinct, and complementary. The governance structure of the College is distributed and provides an inclusive process that is broadly appreciated and implemented as confirmed by interviews of many campus constituents.

The College meets the standard.

Recommendations

None

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Visit and Third Party Comment

- ✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- ✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- ✓ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. Various evidence, including meeting agendas and minutes, open forum announcements, and a publication titled, *Field Guide to Accreditation*, were provided by the institution that support the team's assessment.

Standards and Performance with Respect to Student Achievement

- ✓ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- ✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- ✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- ✓ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citation: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion

The team reviewed the elements of this component, including supporting documents, such as reports and minutes, and has found the institution meets the Commission's requirements. See Standard I.B.

Narrative

The College has developed defined data elements to measure student achievement across the institution. The College established eleven measures of student performance, including student course success, persistence, degree and transfer completion, and Career Technical Education (CTE) outcomes. The institution produces a comprehensive report with disaggregated data from various sources in a document entitled *Institutional Effectiveness Report*. The report shows trends in student performance measures by various demographic groups and modalities (onsite, online, etc...). The institution has defined data elements for Career Technical Education (CTE) programs providing data on program licensure and job placement. The team assessed the institution's performance with respect to the institution set

standards and found that the standards are reasonable, based on historical data, and tied to institutional efforts towards improvement. The institution has established a formal body to review data on student performance from multiple sources and multiple elements of student outcomes. The institution has undertaken activities directed towards improving student outcomes and assesses the impact of these interventions. The team reviewed supporting documents, including reports and minutes, and found the institution meets the Commission's requirements.

Credits, Program Length, and Tuition

- ✓ Credit hour assignments and degree program length are within the range of good practice in higher education (in policy and procedure).
- ✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution.)
- ✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- ✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and practice.
- ✓ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion

Upon review of the elements of this component, the team found the institution to meet the Commission's requirements.

Transfer Policies

- ✓ Transfer policies are appropriately disclosed to students and to the public.
- ✓ Policies contain information about the criteria the institution uses to accept credits for transfer.
- ✓ The institution complies with the Commission Policy on Transfer of Credit.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Distance Education and Correspondence Education

- ✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- ✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- ✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- ✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- ✓ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative

Santa Barbara City College has developed a robust distance education program that is governed by BP/AP 4105: Distance Education. The policy, which was adopted September 25, 2014, states that "Distance education includes a focus on the design of pedagogy, technology, and instructional systems for students who are not physically present in the same location with the instructor." It stipulates that each proposed or existing course offered by distance education shall be reviewed and approved by Curriculum Advisory Committee (CAC) separately from other delivery modalities. It further stipulates that faculty must have regular and effective contact with students, and the course must consist of the same quality and rigor as is present in traditional onsite courses.

The College has worked toward expanding its offerings of Online Courses that allow students to complete entire certificate and degree programs 100% online. In October 2014, the College submitted and received approval for a substantive change proposal for the

addition of courses that constitute 50% or more of the units of a program completed through the mode of distance education. Interviews with key personnel on the Committee for Online Instruction (COI) indicate the College is exploring a further expansion of online degree/certificate program offerings.

The selection of online courses are hosted in Moodle, a web-based learning management system. The site complies with USDE guidelines for authentication of users via secure login and password through the Campus Pipeline portal. The college has provided an online student orientation that is now required of all students who register for an online class, and the college provides key services to their Distance Education students, such as advising, access to student financial aid, and to library resources. Technical assistance and support are also available for online students. The College supports faculty developing and teaching distance education courses. The Curriculum Advisory Committee assists faculty in the development of proposals for online classes that meet the USDE guidelines for regular and effective contact. The Faculty Resource Center provides one-on-one, group and point-of-need training for faculty who wish to teach online, and there are indications that faculty mentor other faculty in the development of online teaching methods.

In the Self Evaluation document, as well as other campus publications, the college indicates that a Distance Education Plan Exists, that focuses on “teaching practices, professional development and student success as it relates to the delivery of online instruction as one teaching modality.” The Self Evaluation document stipulates that this plan (along with other components of integrated planning) require regular, consistent forms of measurement.

However, in spite of these statements, the Distance Education Plan, adopted on December 9, 2014 provides a series of Strategic directions and objectives that are aspirational in nature. There are numerous items that suggest collaborating with administrative units and with the Office of Institutional Research and Planning to develop resource allocation measures, and a variety of student success measures. However, as of the time of the team visit, none of these reporting structures were produced.

Consequently, the visiting team has made the following recommendations to the College:

Recommendation 2: In order to meet Standards and ensure the quality of its distance education courses, the team recommends that the College evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses. (Standard I.B.3)

Recommendation 3: In order to increase effectiveness, the team recommends that the College update its Distance Education plan to ensure that departments align Distance Education programs with resource allocation and program review processes. (Standards I.B.3, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

Student Complaints

- ✓ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- ✓ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- ✓ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- ✓ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- ✓ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements

Institutional Disclosure and Advertising and Recruitment Materials

- ✓ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- ✓ The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- ✓ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1)(vii); 668.6.

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Title IV Compliance

- ✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- ✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- ✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- ✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- ✓ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.