EVALUATION REPORT

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

A Confidential Report Prepared for the

Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited

Santa Barbara City College

October 19-22, 2009

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President/CEO, Mt. San Antonio College**

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Summary of the Evaluation Report

INSTITUTION: **Santa Barbara City College**

DATES OF VISIT: October 19-22, 2009

TEAM CHAIR: John S. Nixon, Ph.D.
President/CEO
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Santa Barbara City College received reaffirmation of accreditation in January 2003, and the succeeding years have brought significant growth in enrollment, renovation of facilities, and changes in leadership. In October 2005, the college submitted a midterm report, which the Commission accepted. In May 2009, the Commission approved a Substantive Change Proposal submitted by the college for a change in courses and program attendant to online delivery (distance education). This evaluation report serves as the report for reaffirmation of accreditation.

The accreditation visiting team was comprised of eleven members, including the team assistant. Prior to the arrival of the team, the following preparatory activities occurred:

- college staff began preparation of the self study report in June 2008;
- the team chair and team assistant visited Santa Barbara City College on September 4, 2009;
- the team chair participated in an ACCJC training session for chairs;
- all team members participated in an ACCJC training session and met with the team chair to discuss preparations for the visit;
- team members read the self study report and supporting evidence and other documents, which the college made available on-line, prepared lists of individuals and groups with whom they wanted to meet, and, in sub-teams assigned to Standards, prepared first drafts of the visiting team report.

The visiting team began its on-site work with a tour of the college campus and a reception on campus that offered the team an opportunity to meet college leaders and trustees. During the course of the visit, team members interviewed faculty, staff, administrators, students, and Board members, attended several college committee meetings, and reviewed all pertinent documents supporting the Self Study Report. The visiting team found all college faculty, staff, administrators, students, and trustees open and forthcoming in discussions with team members, honestly expressing both the many strengths of the college, as well as areas for improvement. College personnel responded to every request for interviews and documents immediately, and the team was able to conduct the evaluation in an atmosphere of trust and honesty.

The visiting team has defined five recommendations for improvement through its analysis of the Self Study Report, supported by extensive interviews, observations, and review of documents.

RECOMMENDATIONS FOR IMPROVEMENT

Recommendation 1:   The team recommends that the college more closely integrate the resource allocation process for faculty hiring with program review and other planning processes. (I.B.3.)

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

Recommendation 3:   The Team recommends that the college evaluate the efficacy of its administrative structure, considering rapid growth in enrollment, increasing institutional complexity, including the rapid, extensive infusion of technology, and its recently revised mission statement. (IV.A.5; IV.B.2.a)

Recommendation 4:   The Team recommends that the college complete the process of revising its Board of Trustees Policies and associated Administrative Procedures. (IV.B.1.b; IV.B.1.e; IV.B.2.c)

Recommendation 5: The Team recommends that the Board of Trustees regularly evaluate the Superintendent/President's performance, following Board policy. (IV.B.1.j)

COMMENDATIONS

The visiting team also defined nine commendations for the college.

Commendation 1:   The Team commends the college for developing a revised program review process which effectively ties program review to budgeting and the College Plan. Of particular note is the impressive software developed by college staff to ensure program reviews are completed, reviewed, used for decision-making, and available to the college community.

Commendation 2: The Team commends the college for developing a College Plan which effectively incorporates goals and measurable objectives. Further, the college annually reviews its progress toward achieving the stated goals and objectives in the College Plan, and disseminates the results widely.

Commendation 3: The Team commends Santa Barbara City College for creating an environment where the focus of the entire college community is on student success and achievement. There is a culture of evidence that promotes dialogue and the continuing improvement of programs and services.

Commendation 4: The Team commends SBCC on reaching the accreditation standard level of proficiency for their work on student learning outcomes (SLOs). Meaningful, integrated dialogue and assessment of student learning takes place across all areas of the college, from course and program level SLOs to institutional SLOs.

Commendation 5: The Team commends the college and its Continuing Education division for the scope and quality of its program for older adults. The breadth of course offerings, and the extraordinary, long-term popularity of the program make it unique among community colleges. (II.A.1.)

Commendation 6: The Team commends the Luria Library and Cartwright Learning Resources Center for its extensive use of innovative communication technology (wikis, blogs, web pages, instant messaging) by library faculty to reach out and provide services to students (II.C); and enhancing student engagement through partnerships with faculty and the development of directed learning activities which extend classroom instruction into the tutorial environment (II.C.1.a).

Commendation 7: The Team commends SBCC for its proactive commitment to technology in both instructional and administrative areas.

Commendation 8: The Team commends SBCC for its successful fiscal management.

Commendation 9: The Team commends the Board of Trustees, faculty, staff, and administration for their commitment to student success and inclusiveness in decision-making.

ACCREDITATION EVALUATION REPORT
FOR
SANTA BARBARA CITY COLLEGE

INTRODUCTION

Established in 1909, Santa Barbara City College (SBCC) is a comprehensive, public community college serving the south coast of Santa Barbara County. The SBCC campus sits on a 74 acre bluff overlooking the Santa Barbara Yacht Harbor and the Pacific Ocean. The college offers an extensive program of postsecondary education that responds to the needs of the community. In addition, the college offers a comprehensive adult education program through its Continuing Education Division, at two satellite centers and at many locations within the District. The college has experienced steady growth over the past six years and currently enrolls approximately 20,000 credit students (fall 2009) and approximately 46,000 continuing education students (2008-2009, annual). The demographics of the college show a diverse student population, with enrollment of minority students proportionately exceeding the minority population of the District. SBCC has a long history of compliance with Commission Standards, receiving clear, six year terms (of reaffirmation) of accreditation for at least the last 18 years.

The self study is well organized and complete. Supporting data and documents are readily available on line, and the quality and quantity of evidence to support assertions of meeting or exceeding Standards is comprehensive and cogent. In addition, the visiting team found that the self study was developed with broad participation and input from all college constituencies. In addition, the visiting team found all college constituencies focused on the college mission and on student success. Knowledge of college planning and evaluation processes was high among all whom the team interviewed, and the team was impressed by the candor and openness of all faculty, staff, administrators, students, and trustees.

The visiting team defined five recommendations for improvement and nine commendations. In addition, the team found that the college has resolved the recommendations from the last cycle of accreditation and that the college meets ACCJC Eligibility Requirements.

Evaluation of Institutional Responses to Previous Recommendations

Overall, the responses to the previous team's recommendations are complete and respond directly to the recommendations. The self study provides a detailed description of the actions that the college has taken as follow-up to the previous team's recommendations.

Recommendation 1:

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

SBCC has responded adequately and appropriately to this recommendation. Classified membership in the College Planning Council was contractually expanded from one to three members in 2005. Both preexisting and new committees now include greater classified representation. Both California School Employees Association (CSEA) and the Superintendent/President have been involved in reexamining the Classified Consultation Group *structure* in order to improve this committee's advising capacity. Despite the noted increases in classified participation, 36% of classified staff members who responded to the Workplace Environment Assessment survey conducted in fall 2008 feel that they are not adequately represented in college-wide decision making. (Workplace Environment Assessment, Table 23B). In response to the Team's recommendation regarding the role of classified staff in governance, the College immediately moved to include classified staff in all appropriate decision-making and recommending bodies. The college has resolved the issue.

Recommendation 2:

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

In response to the previous team's recommendation regarding board self-evaluation, the Board of Trustees developed a self-evaluation procedure, and the Board has regularly conducted self-evaluations since 2004. However, it was not until 2008 that the Board adopted a formal policy on Board self-evaluation (IV.B.1.g). The college has resolved the issue.

Recommendation 3:

While the team recognized that the college is currently conducting assessments of past and future Oracle implementations, the team also recognizes the institutional importance of bringing closure to this process. Since there have been significant postponements in the Oracle Student System implementation due to oracle's delays in delivering the product, and since there are some institutional concerns about the work products delivered by the implemented Oracle Financial Management System, in order

to increase effectiveness the team recommends that the college find a means to make the desired implementation a reality within reasonable time frames or find alternative solutions. (Standards 5.6, 9.B.1)

In October 2004, SBCC made the decision to cease the development and implementation activities for the Oracle Student system. In the summer of 2005, SBCC selected SCT Banner as their Enterprise Resource Planning (ERP) system to replace the Oracle system for all major product modules (Finance, Human Resources, Admissions, Financial Aid, and Registration and Records). The visiting team has verified that all modules have been implemented, with the exception of the payroll portion of the Human Resources module. The college continues to work with the County of Santa Barbara to pass accurate information to and from the two separate computer systems. SBCC has demonstrated that it has satisfied all of the requirements of the previous team's recommendation. The college has resolved the issue.

Recommendation 4:

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

SBCC has responded appropriately to this recommendation. Several trainings pertaining to employee evaluation have been made available to staff, faculty, supervisors and management. Evaluation procedures for staff were tightened and efforts to enforce timeliness were adopted. Supervisor accountability for timely evaluations has been emphasized by incorporating this responsibility into instructions for supervisors and evaluations of managers. The Superintendent/President is notified of overdue evaluations. Overdue evaluations are analyzed by employee type (staff, faculty-supervised staff, and management) and focused efforts have been undertaken to address issues associated with higher rates of employee evaluation delinquencies. The college has resolved the issue.

Recommendation 5:

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

The College implemented program review for all instructional programs in its Continuing Education Division in 2003. In an effort to align the Continuing Education Division program review with other areas at the college, a new program review cycle was implemented in 2008-09; the Continuing Education Division is also now using the same program review template as the credit programs. The visiting team noted that the Continuing Education Division has not undergone a complete cycle of program review, under the revised process, but the division is following the approved timeline. The college has resolved the issue.

Eligibility Requirements

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

2. **Mission**
   The visiting team confirmed that SBCC adopted its current mission statement in September 2008, and that it contains the information specified for eligibility. The mission statement is published in the college catalog and on the college web site. It is also posted at various sites on campus.

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

4. **Chief Executive Officer**
   The Board of Trustees selects the chief executive officer (CEO) of the college. Dr. Andreea M. Serban, Superintendent/President of Santa Barbara City College/Santa Barbara Community College District, was appointed on June 2, 2008. The Superintendent/President of the college has primary responsibility for leading the college and to administer Board policies.

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

6. **Operating Status**
   Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, and transfer, and that lead to placement in the workforce, in internships, and in professions. The college also operates a large Continuing Education Division.

7. **Degrees**
   The majority of the college's offerings are in programs that lead to degrees, as described in the college's catalog. A significant number of students enroll in these courses. Degree opportunities and transfer courses are also clearly identified in the catalog.

8. **Educational Programs**
   The college's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing, and mathematics help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The college has 52 academic departments that offer courses and programs serving transfer- and career technical education-oriented students. These departments offer 167 credit instructional programs. In 2007-08, there were 1,406 associate degrees awarded. Associate in Arts and Associate in Science degrees generally require 60 semester units including 21 units of general education. Certificates of Proficiency require a minimum of 30 units. Skills Certificates require fewer than 18 units of course work.

9. **Academic Credit**
   Academic credit is based on California state law and historically accepted academic standards.

10. **Student Learning Achievement**
    The College defines and publishes institutional and course student learning outcomes in course outlines, in the college catalog, and in instructional planning documents that are reviewed and updated regularly. The college is in the process of developing program student learning outcomes.

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

12. **Academic Freedom**
    The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

13. **Faculty**
    The District has 267 full-time faculty, 520 adjunct credit instructors and over 400 adjunct non-credit instructors. The names, degrees, and years of employment of full-time faculty are listed in the college catalog.

14. Student Services

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

15. Admissions

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

16. Information and Learning Resources

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

17. Financial Resources

While most of the financial resources of the district come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. All funds are carefully tracked, accounted for, and documented. The college maintains adequate reserve levels for contingencies and for expansion and maintains a minimum five percent ending fund balance. The college strategically accumulates funds in accounts for future needs such as repairs of campus buildings and future retiree health care costs. The college is careful to use one-time dollars to only fund one-time expenses.

18. Financial Accountability

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

19. Institutional Planning and Evaluation

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

20. Public Information

The college displays in writing and practice the model of institutional integrity. The Mission Statement of the college is clearly articulated in the college catalog, on its web site, and in the College Plan. The college catalog, schedules of classes and the web site also provide the public with current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information such as phone numbers and specific web pages, where needed. The college also provides information and reminders about various activities such as college performances or important deadlines such as late registration and financial aid by direct mail, e-mail, and through several other media, including the college portal for students and employees. The college works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the catalog and on the web site.

21. Relations with the Accrediting Commission

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

STANDARD I
INSTITUTIONAL MISSION AND EFFECTIVENESS

General Observations:

The college offers instructional and student support programs that fulfill its stated mission. These programs are central to the success of SBCC students and to the overall economic well-being and development of the community.

Four areas related to this standard are of note. First, although the college has made significant progress in implementing program review for Continuing Education programs and has recently revamped the program review for credit programs and services, the college has not yet completed a full program review cycle under the new process to include resource allocation. However the college has an approved program review processes and has developed impressive software tools, demonstrating its commitment to fully incorporating resource allocation with its planning processes.

The self study contains abundant examples of new programs ostensibly developed to meet identified needs or to mitigate problems. However, neither the Self Study report nor other evidence provided documentation demonstrating the relationship between SBCC research findings and the resulting development of new programs and initiatives, nor illustrated the process by which research leads to reflection and, when warranted, change. However, when onsite, college staff responsible for planning processes provided multiple examples of how data informed decision making. The team is now confident that the college bases much of its planning decisions on data and evidence of need.

The self study describes various planning processes. Evidence of an integrated approach to planning was not well-documented in the self study or the provided background documentation. Again, the site visit provided the team with clear evidence that, under the leadership of the college president, the college has made significant strides in integrating its planning processes. The team was especially impressed with the linkages between the new program review process and the college plan. The one area of concern that remains is the faculty allocation process, which is under the purview of the Academic Senate and is independent from program review and other departmental planning processes. The team also noted that most planning is done with the assumption that the college will grow or at worst remain stable. It is unclear how robust such planning processes are, especially in light of a downturn in the availability of resources to maintain programs.

Findings and Evidence:

A. Mission

The college meets the sub-standard. The college's Mission Statement clearly states the educational purpose of the institution, and that mission is appropriate to the region of California it serves. That mission (and the college's mission statement) includes a variety of credit and non-credit programs, both of benefit to the individual student and the community in general. The mission statement emphasizes student learning by including its institutional-level student learning outcomes. (I.A.1.)

The college ensures that it meets the needs of its students by conducting periodic surveys of its credit students, developing an annual Institutional Effectiveness report to determine unmet needs, and presenting the results of both to key groups such as the Academic Senate, the Superintendent/President, and the Board of Trustees.

The college could enhance its mission development process. The college self study indicates that a survey of continuing education students regarding the mission and their needs has not been developed or administered. While this was true at the time when the self study was written, during the visit the Vice President of Continuing Education indicated that the survey was developed and was in the process of being administered.

Securing community involvement early in the mission statement formulation process can be helpful. The college could utilize program advisory groups and community liaisons as sources of comment. Community forums can involve the general public.

The college reviewed its mission statement during the 2007-08 academic year, following a lengthy consultative process involving appropriate campus groups and bodies. The college Board of Trustees reviewed and approved the revised statement in September 2008. The college indicates that subsequent revisions shall be tied to the development of the College Plan, every three years. Thus, the college has undergone a cycle of planning. (I.A.2)

If it has not planned to do so, the evaluation team suggests the college consider documenting its mission statement development process in Board policy and administrative procedure. Include the steps involved; the roles of various bodies such as the Academic Senate, Board of Trustees, and constituent groups such as mentioned in I.A.1. above; and the timetable or cycle to be followed. In addition, define how the college will periodically assess the efficacy of the process and make changes to it, if necessary. (I.A.3.)

It is evident from the examples provided in the self study that major initiatives of the college are consistent with the broad mission of the college as stated in its Mission Statement. Cited are SBCC's "Partnership for Student Success" program and its Long Range Capital Construction Plan. (I.A.4.)

B. **Improving Institutional Effectiveness**

The college meets the sub-standard. SBCC appears to have a well-developed collegial governance process through which the institution maintains an ongoing, collegial, self-reflective dialogue regarding student learning. Agendas and minutes from various college governance committees provide evidence that dialogue about student learning occurs within multiple venues of the college's participatory governance structure. Recently, two major student learning focused initiatives (the Partnership for Student Success and the SLO Plan) were developed as a result of reflective dialogue regarding student learning and success. (I.B.1.)

The college reconsiders its mission and goals every three years. Those goals and related measureable objectives are found in SBCC's College Plan, the most current of which covers the years 2008-11. The Superintendent/ President assigns responsibilities for carrying out the college plan and the college conducts annual reviews to monitor progress. (I.B.2)

Notably, the measureable objectives in the College Plan can be very specific; for example, Objective 1.21 is "the improvement rate in credit ESL will increase from 56.9% in 2008 to 60% in 2011." The college annually gathers and disseminates data regarding the achievement of each objective. That data are appropriately reviewed in a variety of forums, such as in the College Planning Council, Academic Senate, and the Board of Trustees meetings. Changes are made to college initiatives and programs, if appropriate. (I.B.2)

There are other, more tactical plans (District Technology Plan, Capital Construction Plan, a plan for the Partnership for Student Success, and an Enrollment Management Plan) which link to the College Plan. The college is developing an Educational Master Plan. (I.B.2.)

The self study indicates that, at the end of each year, the College Planning Council regularly reviews the college's progress in achieving the goals and objectives listed in the College Plan. The results of the reviews are transmitted to constituent groups and discussed with the Board of Trustees in study sessions. (I.B.3)

After a careful review of the existing process, the college adopted a new program review process for credit programs and operational units in 2008. In support of the new process, the college developed a comprehensive software tool which carefully links program missions, program initiatives, and (in the 2009 form) program resource requests to specific goals and objectives in the College Plan. Documentation developed through the program review software has become the basis for budgetary prioritizations and decision-making with some apparent exceptions, primarily in the decision making process for hiring full-time faculty, which does include resource considerations, but through a different, albeit parallel process. (I.B.3)

The Continuing Education Division conducted program reviews of a number of its components prior to 2008. However, despite a recommendation from the 2002 evaluation team, the college has not completed all program reviews using the new process and does not anticipate folding these program reviews into the college-wide instructional and budget development process until the 2010-11 academic year, eight years after the recommendation was made. That circumstance is explained by the fact that the college changed its program review process prior to the completion of a complete cycle, following the 2002 accreditation visit. Now, Continuing Education is in the middle of the first cycle under the new process. (Recommendation 5 and I.B.3)

The new faculty allocation process is independent of the program review. According to the Executive Vice President, departments are to document the need for new positions in program reviews as a requirement for their consideration by the Academic Senate. In a review of college-provided applications for new positions to the Senate, however, the team could find no reference to program reviews by the departments submitting the request. Furthermore, under most circumstances the Senate automatically recommends filling "replacement" positions. (I.B.3)

The new program review process does not address the potential for budget and position cuts and reallocations. Since the new program review process allocates "new" funds only, cuts and reallocations are made largely outside the program review process. (I.B.3.)

The college has a three year planning process which leads to the development of the College Plan. Since the last self study, SBCC has developed ways to ensure broader participation in planning and decision-making by classified staff and adjunct faculty. In fall 2008, the college conducted a Workplace Environment Assessment which indicated that 73 percent of employees felt processes were in place that allowed them to participate in college decision-making. The self study cites numerous groups and committees that are involved in the planning process, and/or use the results for budget and other decision-making. On the other hand, many comments were made regarding the lack of participation by managers below the level of vice president in the planning processes. All the vice presidents, but no other managers, are members of the College Planning Council. Managers below the level of vice president have no officially-established role in the new faculty allocation processes. (I.B.4.)

In addition to the ARCC data provided by the State Chancellor's Office, the college produces its own annual institutional effectiveness report. In addition, the college produces an annual update on facilities planning, the Partnership for Student Success initiative, and various student satisfaction surveys. All of these reports are reviewed by the Academic Senate, College Planning Council, and the Board of Trustees, and are posted on the college's web site. (I.B.5)

The self study indicated that modifications over time have been made to various planning processes and the site visit confirmed that the college regularly reviews and updates its planning processes. Of particular note is the program review process which was updated

in 2002, 2004, 2007, and 2008. Additionally, the process for developing the three year plan is reviewed at the beginning of the development cycle. (I.B.6)

The self study indicates that the college collects considerable data on the effectiveness of instructional and student service programs and that this information is widely disseminated across the campus community. The college has also taken steps to make this information available electronically. The college also reviewed and published accountability reports provided by the State Chancellor's Office for the college as a whole and for targeted categorical programs. The numerous changes to the program review process demonstrate the college's commitment to developing evaluative mechanisms that assess student learning. Although the college has scheduled a major review of its planning processes in fall 2010, there appears to be no systematic and ongoing method to assess if these processes meet their intended purposes. (I.B.7)

Conclusions:

The college undertook a review of its mission in 2008. This review involved members of the campus community and led to a reformulation of SBCC's mission and goals. The revised mission and goals were approved by the Board of Trustees.

The college displays evidence of integrated planning through the development of a comprehensive college plan every three years, a three-year program review cycle, and several targeted ancillary plans. A significant area of concern is the faculty allocation process, which is under the purview of the Academic Senate and is independent from program review and other college planning processes.

In the 2002 accreditation report, the evaluation team recommended that Santa Barbara City College's Continuing Education Division implement program review in all programs. About half of Continuing Education programs have current program reviews. Program reviews for programs within this key division at SBCC will not be folded into the college's budgeting process until 2010. In effect, the College will have taken eight years to fully implement the recommendation.

The college provides evidence that it has had a program review process for credit programs in place since at least 2002. The program review framework has been changed several times and the newest process as not yet been used for resource allocation. The evaluative team noted that the new process is widely accepted as an improvement.

The team concludes that the college meets the standards and has defined two commendations and one recommendation for improvement.

Commendations:

1. The Team commends the college for developing a revised program review process which effectively ties program review to budgeting and the College Plan. Of

particular note is the impressive software developed by college staff to ensure program reviews are completed, reviewed, used for decision-making, and available to the college community.

2. The Team commends the college for developing a College Plan which effectively incorporates goals and measurable objectives. Further, the college annually reviews its progress toward achieving the stated goals and objectives in the College Plan, and disseminates the results widely.

Recommendation:

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

STANDARD II
STUDENT LEARNING PROGRAMS AND SERVICES

General Observations

A. Instructional Programs.

Santa Barbara City College offers educational programs and services to the community at a number of locations including the Main Campus, two Continuing Education sites, local high schools and businesses, and by online education. The college is responsive to the diverse educational needs of its student population by offering hybrid, self-paced and short-term courses. There are numerous support services available for students as well: one-on-one instruction in mathematics and English, a Gateway Tutorial Service, and Learning Resource Center, to name a few.

With responsibility for adult education within the district, SBCC offers a comprehensive noncredit program through its Continuing Education division. Operating from two large community centers, the Wake Center in Goleta and the Schott Center in Santa Barbara, the Continuing Education division offers programs and courses in ESL, basic skills, high school diploma/GED, short-term vocational training, and for older adults to over 46,000 students. The largest Continuing Education program is the extensive catalog of courses for older adults in California. (II.A.1.)

The instructional departments at the college undergo program review every three years (aligned with the college's strategic plan) with resource allocation requests updated annually. The program reviews are prepared by the appropriate administrator with input from all contract full-time faculty and staff in the programs, a review of current statistical data, and an analysis of progress toward goals and objectives. Each instructional program reviews its progress in student learning outcome implementation, courses, degrees and certificates as well as an assessment of how well the program review process is working.

The Academic Senate Curriculum Advisory Committee undertakes all course approvals at the college, both credit and noncredit. The committee is composed of faculty representatives from each instructional division, the articulation officer, and a dean liaison. Online courses require the added approval of college administrators who oversee the Online College and Faculty Resource Center.

The self study includes a comparison of the college with its peer groups in the 2008 California state report on student performance. Santa Barbara City College's performance was above average in all seven of the measures; which is an improvement over the previous year's data where the college was above average in four of the six measures. The college also reports that it out performs other California community colleges in

transfer course completion rates (in fall 2007, the statewide average was 66% while SBCC had a 70% completion rate).

The college uses a number of measures to assess and ensure the quality of its educational programs as detailed in the annual Institutional Effectiveness Report. The development of the Partnership of Student Success (PSS) is an example of how responsive the college is to student need. PSS has been successful in increasing the college's retention and success rates in ESL and basic skills. The Continuing Education Division's Curriculum Oversight Committee was formed to ensure quality instruction in noncredit and enhanced noncredit instruction at the college as well as assist in the implementation of the SLO Implementation Cycle.

B. Student Support Services.

SBCC has an untraditional reporting structure for student services. The majority of services report to deans within the Educational Programs Division; there are some student services in the Continuing Education Division.

The student services at SBCC appear to be comprehensive and student-centered. All of the services that would be expected at a community college are available for students. These include a transfer center, career center, DSPS, student health services, Veterans services, EOPS and CalWorks. Efforts are being made to provide personalized services as well as online services, such as academic advising for all students. Online counseling is increasing as well as face-to-face counseling

Student life at SBCC is well developed, with numerous clubs, honor societies, athletic teams, and cultural events being held on an ongoing basis. The institution has numerous outreach events that include partnerships with the community, parents, and reaching students unlikely to seek higher education.

The planning process is working effectively; the document mentions multiple examples of opportunities for student services professionals to engage in the planning process to increase collaboration and educational effectiveness. Examples of committees and groups where such dialogue occurs are the Enrollment Management Committee, Matriculation Committee, and Basic Skills Initiative.

C. Library and Learning Support Services

SBCC provides a wide range of library and learning support services which support instructional, intellectual, and cultural needs of students, faculty, and staff. The Luria Library and Cartwright Learning Resources Center provide services and materials on campus and online with the intent of improving student success and ensuring student access to resources critical to their academic and personal endeavors. The library and CLRC have developed innovative strategies to engage students in learning.

The Luria Library has planned and implemented services and activities that draw students and faculty into the library. These include poetry readings, diversity discussions, and cultural exhibits such as the Day of the Dead display. The number of visitors to the library has increased over 50%. In addition, new technology applications such as blogs, wikis, and instant messaging have been employed to expand access to library resources and services to on campus students and students at remote locations.

The Cartwright Learning Resources Center provides tutoring, tutor training, media support for courses, and computer access. The Writing Center provides tutors who assist students in focusing on writing needs and goals. Tutors are available by appointment for several subjects as well as for building academic computing skills. The CLRC is also home to computer classrooms that can be used for teaching technological applications in courses well as instruction on accessing online library resources. The CLRC Tutorial Center assists in budgeting, hiring, training, and scheduling tutors for many disciplines as well as for those tutorial services offered in the CLRC itself.

Both the library and CLRC have developed student learning outcomes that are mapped to the SBCC institutional SLOs. The library and CLRC SLOs have been measured, assessed, and revised to provide for continuous improvement of their services. In addition, both the library and CLRC have participated in program review and have used the results of their reviews and SLO assessment to develop resource requests for the college's integrated planning process.

Changes to the library and learning support services since the last self study included the following: a significant increase in physical library use (II.C); expanded use of new technological applications to engage students and to improve access to library resources (II.C); new strategies employed by the Writing Center to actively engage students in focusing on their specific learning needs (II.C); and CLRC active participation in discussions and partnership with the SBCC Partnership for Student Success (II.C.1.a), and development of Library 101, Information Literacy, first offered in 2007 (II.C.1.b).

Findings and Evidence:

A. Instructional Programs

The college meets the sub-standard. The college ensures that all instructional programs align with the mission through the program review process. The college prepares an annual Institutional Effectiveness Report for review and analysis. There are also four assessment instruments to place students in math, English, and ESL. The Self Study Report documents many examples where departments have used data and research to improve educational programs. SBCC is also ensuring that the online program is meeting the needs of its students. After noticing that student success and retention is lower in online classes, the college set in place a number of programs to increase student success in the online environment. Faculty are now getting extensive professional development in using online delivery methods. The college is attempting to ensure that online students

have the full complement of support services that face-to-face students have at SBCC. A substantive change proposal was submitted to ACCJC and was approved in May 2009. (IIA.1.a)

The Continuing Education program for adults is very popular within the district's communities, serving the needs and interests of thousands of students every year. The program gives the college an extensive, successful presence beyond the main campus, serving an important outreach function for the college. Surveys of students and staff consistently demonstrate the success and popularity of the program, which is one of the largest community college programs for adults in California. (II.A.1)

The college uses program review as the vehicle for dialogue among departmental faculty. The college documents as evidence discussions at Academic Senate, Partnership of Student Success Steering Committee, and Program Review meetings. The college has established and is using a cycle of curriculum review for all course offerings. Santa Barbara City College offers credit/noncredit courses via traditional lecture/lab, online, hybrid, contract education, and short-term formats. It also has a number of instructional support services for students: Gateway to Success Tutorial Program, Directed Learning Activities (DLA) program, and self-paced instruction in a number of disciplines. In order to address the concerns in online instruction, the college has made the move from Blackboard to Moodle in an attempt to improve retention and student success in the online environment. The college projected that by summer 2009, 89% of all online courses would be offered through Moodle. In the planning agenda for this element, the college will compare and analyze the learning outcomes for courses taught using Moodle and will implement changes/adjustments in 2010. (IIA.1.b)

The college has made the development and implementation of student learning outcomes a priority and anticipates meeting the accreditation standard of Proficiency on SLOs by 2012; in fact, the college expects to exceed that standard by achieving Sustainable Continuous Quality Improvement prior to the deadline. The Student Learning Outcomes Implementation Cycle includes course, program and institutional outcomes development and implementation at the college. All departments, programs, and services must complete the cycle every three years; this process ensures the continued improvement of instructional services regardless of location or mode of delivery. The Continuing Education Division's student learning outcome process is not as fully developed as the credit programs; the college is developing processes and procedures to ensure the quality of its noncredit programs as well. The Planning Agenda identifies a number of steps necessary to bring the college to a level of Sustainable Continuous Quality Improvement as well as efforts to bring the Continuing Education Division up to the same levels of accountability and quality of instruction. (IIA.1.c)

The college has established and adheres to institutional practices that direct the development, evaluation, and improvement of programs. Through these practices, the college acknowledges that its faculty play the central role in establishing, maintaining, and improving all instructional programs. The faculty-led Curriculum Advisory

Committee oversees all new courses (both credit and noncredit) at the college. The college also is in the process of implementing a new course management system, CurricUNET; this new program will assist faculty in the curriculum development process and ensure the timely review of Course of Record outlines. The revised Program Review Process includes the analysis of all courses, degrees and certificates in a program as well as the evaluation of student achievement. (IIA.2.a)

The Student Learning Outcomes Project at the college has been faculty-led and driven since 2004. SBCC has a number of faculty committees that oversee the implementation of SLOs: the Committee on Teaching and Learning, the Faculty Professional Development Committee, and the Planning and Resources Committee, to name a few. The SLO Steering Committee meets regularly to monitor all SLO projects at the college. In 2007, the College Planning Council and the Board of Trustees approved the college's Institutional SLOs; these ISLOs are incorporated in the mission statement and are printed in the college catalog and web site. The college uses a number of advisory committees to assess and monitor student achievement: All Career Technical Educational programs hold at least one advisory committee meeting each semester; the Continuing Education Division has ESL faculty establish competency levels; and the Committee on Online Instruction meets regularly in the academic year to ensure the quality of online education. The college notes the progress that the Continuing Education Division has made in implementing program review in its noncredit program; however, in its planning agenda for this Standard, the division needs to implement the Student Learning Outcomes Cycle in all of its courses. (IIA.2.b)

With the implementation of the revised program review process, the college ensures that the curriculum of a program is regularly and systematically reviewed every five years, at the course level. Enforcement of prerequisites, due to the implementation of Banner at the college, is used to place students in the appropriate course. To ensure the quality of instruction regardless of delivery mode, the college has switched to new media-rich software, Moodle. Moodle will enable faculty to offer modular, replicable, technology-enhanced instruction in its online, hybrid and web-enhanced classroom instruction. The college has started a course-by-course redesign using this new toolset to improve online student success and retention. Quality of instruction is also a focus of the Continuing Education Division through its articulation and partnerships with adult high schools as well as adhering to minimum qualifications in hiring of new faculty. (IIA.2.c)

SBCC provides numerous resources for student success. The Learning Resource Center has links to self-assessments online; a number of faculty direct students to self-assess their learning styles. Resources present to support student success include: Disabled Student Programs and Services (DSPS) tutorial lab, the learning resource center, the math lab, the writing lab, and the Gateway Tutorial Center. The college also provides training and support services for faculty in developing new instructional approaches to meet the needs of its diverse student population. New faculty attend the Faculty Teaching and Learning Seminar led by SBCC faculty and staff. The college routinely offers professional development opportunities for faculty (both credit and noncredit) to help

students achieve success. Student success data at the college indicate that the college meets this sub-standard. Students who use the college's support services perform better than those who do not (Gateway Tutorial Students achieved a 3.7% higher success rate than non-Gateway Tutorial students). The college is providing resources and support to faculty and staff in new educational technologies (streaming video, podcasting, voice-over-internet protocol) to increase student success and achievement. (IIA.2.d)

The college evaluates the effectiveness of all its programs through the program review process. The college has recently revised the process and actively uses the results of its program review for improvement of student learning. As mentioned numerous times throughout the report, the Continuing Education Division was not using the same program review template. Efforts are now underway to ensure the implementation of the same program review and assessment across the entire college; Continuing Education started using the same template in the 2008-09 cycle of program review. Although the college does not identify anything in the planning agenda, an analysis of the effectiveness of using the same program review template needs to take place. (IIA.2.e)

The college uses program review and the SLO implementation cycle to assure currency and measure achievement of its stated student learning outcomes. Since 2004, SLOs have been a main focus of the college. The program review process has recently been analyzed by the college community; a revised template was used in the 2008-09 cycle. The college has plans to evaluate the institutional effectiveness of this new template. The main planning group for the college is the College Planning Council. This body reviews and prioritizes resource requests that arise from program reviews. (IIA.2.f)

The college uses both internally and externally-developed measures of student learning to ensure that the results are non-biased and valid. Students in Career Technical Education programs take national exams as part of the programs (Associated Nursing, Emergency Medical Technician, etc.). The chemistry department administers the American Chemical Society (ACS) standardized exams to monitor student success and progress in sequential chemistry classes. (II.A.2.g)

The college catalog clearly states the criteria for awarding units of credit; these criteria comply with the State of California's Title 5 regulations. Faculty publish in their course syllabi the criteria used for course assessment and grading as well as course-level student learning outcomes. Faculty in certain disciplines have also posted grading rubrics online for student review. (II.A.2.h)

SBCC awards degrees and certificates based on student achievement of a program's student learning outcomes. These program outcomes are developed at the departmental level by discipline faculty. As students progress through a program, they are assessed through tests, portfolios, and other activities that provide feedback about their level of proficiency in each of the stated outcomes. Certain certificates are awarded on the basis of state, national, and/or national examinations or board reviews (i.e., Radiology). (II.A.2.i)

Institutional Student Learning Outcomes (ISLOs) state the competencies in general education, and personal and career development that students acquire by completing a program of study at SBCC. ISLOs are published in the college catalog and web site. The college uses data to inform departments about ISLOs student achievement. (II.A.3.a) The college is committed to students becoming life-long learners and productive citizens through its instructional program and support services. In addition to the mission statement, four of the six Institutional Student Learning Outcomes relate to students becoming life-long learners. (II.A.3.b)

All degree programs at the college require a minimum of 60 degree applicable units for an associate degree (18 units in the major, 21 units of general education, 9-13 units of elective) as evidenced in the current college catalog. The Curriculum Advisory Committee approves each program degree. The committee also has established a residency requirement for an associate degree from SBCC. (II.A.4)

The college uses the annual Institutional Effectiveness Report, ARCC data on the Annual Successful Course Completion Rate for Credit Vocational Classes, and Licensing Exams Success Rates to evaluate and assess student achievement in its vocational and occupational programs. Career Technical Education programs meet annually with advisory committees to refine programs, receive updates and respond to changing local economic demands. (II.A.5)

Current and prospective students receive clearly-stated information regarding educational courses, programs, career technical education certificates, transfer policies and support services at SBCC in the catalog, which is published annually. In addition to the hard copy, the college catalog is available on-line. Class schedules are produced each term and distributed to every residence and high school in the district's service area. Syllabi are provided to students in each course. Compliance with course objectives is monitored as part of the faculty evaluation process. The Continuing Education Division produces its own schedule four times a year; these schedules are available in both hard copy and online. (II.A.6)

The college has a well-structured and defined process to assist students who wish to transfer to other institutions. In response to a number of concerns regarding the evaluation of external transcripts, the college undertook an internal assessment of the transcript evaluation workflow in 2005. As a result of this analysis, the college has put in place processes and procedures that ensure accuracy of information and efficiency of processing transcripts for students and staff. The new procedures are monitored monthly by a Transcript Evaluation workgroup. The Dean of Educational Programs is charged with continuing the refinement and assessment of external evaluation of transcripts. (II.A.6.a)

The college makes every effort to honor students' catalog rights when programs are eliminated or program requirements change significantly. College staff and faculty

identify students who would be affected by program changes and provide individual and group advising. The college has adopted a 'global substitution' policy that enables the college to make course substitutions for students using pre-departmental identified courses. While every effort is made to honor catalog rights, allow substitution courses and/or independent study, the college also has a process that allows students to petition the Scholastic Standards Committee for special cases. (II.A.6.b)

The Board of Trustees has a policy on academic freedom and honesty (BP 2520). The policy is available for review on the college web site and printed in the college's New Faculty Handbook. The college also has a policy on academic dishonesty that is distributed to students during orientation, is published in the college catalog, and is available online. (II.A.7)

B. Student Support Services

The college meets the sub-standard. Santa Barbara City College provides a variety of student support services as previously described. Many of these programs and services are regulated by federal and state agencies. Some of these programs are mandated to provide annual plans to their funding agencies. The details of each of these programs could be found on the SBCC web site. The self study states that each program has Program Student Learning Outcomes (PSLOs). The self study further states that programs are evaluated based on data obtained and appropriate measures are taken to enhance services.

Official college information, requirements, and major polices affecting students are available in hard copy in the college catalog, the schedule of classes, and online. Information in the catalog and class schedule is available in alternate text or formats to accommodate those with disabilities. The schedules are available online, for sale in the college bookstore, and mailed to residents in the Santa Barbara area. (II.B.2)

The college employs a number of techniques to better understand the needs of its students. For example, the American College Health Association National College Health Assessment has been given, as well as several student satisfaction surveys. Specific areas, such as Disabled Student Programs & Services (DSPS), provide learning disabilities assessment, comprising extensive psycho-educational testing analyzing student academic strengths, limitations, and needs for support services. The college provides an array of services, including the matriculation process (orientation, assessment, placement, counseling, and follow-up counseling). There are specific programs for underrepresented students such as DSPS and Extended Opportunity Programs & Services (EOPS). There is also a very active student government. (II.B.3)

SBCC states that since the last self study, it has made considerable strides in ensuring equitable access to student services at the main campus, off campus locations and on-line. They have experienced an increase in technology-assisted student support programs as well as face-to-face services. Several services are available on-line, such as applying to

the college, orientation, registration, and on-line counseling. SBCC cites it has improved access by hiring a full-time matriculation follow-up/student success counselor and a full-time orientation coordinator in 2007.   (II.B.3.a)

SBCC offers counseling services for all credit students in four main departments: the Academic Counseling Center, Career Center, Health and Wellness, and the Transfer Center. In addition, specialized counseling services are available to the unique needs of special populations, such as athletes, re-entry students, and those on probation. The counseling faculty and staff should be commended for their efforts in professional development. Counseling faculty have participated in specific training for on-line counseling and motivational interviewing to work directly with probation and dismissal students. Furthermore, although the counseling faculty report to different deans, they make concentrated efforts to meet as a group on a regular basis to ensure continuity of counseling service. Continuing Education provides advisors for incarcerated students. (II.B.3.c)

The college's commitment to diversity has much depth and breadth. In 2007, SBCC appointed a new Director of Campus Diversity who reports to the Superintendent/President, is a member of the Executive Committee and works on diversity issues with the Superintendent/Presidents and the Vice Presidents. (II.B.3.d)

The college's assessment program evaluates its assessment practices on a regular basis; the validations include bias studies. The college uses multiple placement instruments which are administered both paper/pencil and computerized. (II.B.3.e)

Student records are stored securely in a vault within the Admissions and Records Office. Photo identification is required for in-person requests. Backups of all electronic data files are conducted daily using EMCs SNAP Technology. (II.B.3.f)

SBCC student support services and programs conduct program reviews routinely. The revised program review process was implemented in fall 2008 and links program evaluations with institutional planning and resource allocation. (II.B.4)

C. Library and Learning Support Services

The college meets the sub-standard. SBCC provides library and learning support services to support its instructional programs and to meet the intellectual and cultural needs of students, faculty, and staff. The Luria Library and the Cartwright Learning Resources Center provide these services to thousands of students and hundreds of faculty and staff through their on-campus facilities and physical resources, as well as through on-line services and resources. (II.C)

The library and CLRC have developed, measured, assessed, and revised student learning outcomes to provide for improvement of their services and have completed program reviews. (II.C.2) There is evidence that SLOs are a part of planning and assessment for

the Luria Library and the Cartwright Learning Resources Center. Student learning outcomes are referenced in the report (II.C.1.b) and provided in supporting documents. In addition, the library and CLRC collect and analyze data regarding use of resources and services to assist in program review and to support planning and resource requests. (II.C.2) Learning support services at Continuing Education sites are evaluated under their instructional programs through the program review process, student surveys, and student performance. (II.C.2)

Library and CLRC faculty engage in collaborative discussions in their own departments as well as with faculty in disciplines across campus in an effort to build partnerships, select materials and resources, plan services, and better serve students. (II.C.1.a) The library director and the CLRC director both serve on a variety of college-wide committees and provide leadership in several areas including instructional technology, technology planning, and directed learning activities. (II.C.1.a)

Library faculty provide instruction in information competency in a number of ways. Students who seek assistance in person or through instant messaging, text messaging, email, or telephone, receive one-on-one instruction in the process of working with the librarians to meet their information need. Librarians also offer classroom-based instruction in conjunction with other disciplines and through Library 101, a one-unit transferable credit course. (II.C.1.b)

The Luria Library and Cartwright Learning Resources Center provide substantial access to materials and services both on campus and on-line. The library blog-based web site provides access to many library resources 24 hours, seven days a week. Students can access electronic databases and books and manage their library student accounts. The physical library is open 75 hours per week. The CLRC also maintains a web site that provides access to resources 24 hours, seven days a week. The physical CLRC is open 64 hours per week and the Writing Center is open 49 hours per week. Tutorial services are also available at other locations on campus and at off campus centers. (II.C.1.c)

Conclusions:

SBCC meets the Standard. Santa Barbara City College provides outstanding educational programs and services for its students and the community. The college is to be commended for fostering an environment that is truly centered on student learning and success. Across all aspects of the college, there is focused dialogue and analysis of student achievement. The college is also to be commended for its responsiveness and flexibility in implementing changes to maximize student success. One such area in particular is the college's development of the Partnership of Student Success (PSS). Not only is it impressive that the college has prioritized the implementation of this program to increase student success and retention, but equally as impressive is the level of training and support the college is providing for faculty on this educational initiative. The college's commitment to best practices in teaching is outstanding. All faculty have extensive technical and pedagogical

support from the college; this focus on good teaching is reflective in the quality of instruction provided by Santa Barbara City College.

The college is also to be commended on its progress in the development and implementation of student learning outcomes. The college has reached the Proficiency level in the accreditation Standard; it will most likely attain its goal of Sustainable Continuous Quality Improvement by 2012. There are course-level SLOs (CSLOs) across instructional programs; CSLOs are mapped to Program SLOs (PSLOs) as well as Institutional SLOs (ISLOs); and results of assessment are widely distributed and discussed at the college. SBCC has developed a sustainable and easily accessible process for data collection and management. The college's Course Improvement Plans (CIP) demonstrate active and meaningful dialogue directed towards improving student learning.

Santa Barbara City College meets the expectations of Standard II.B. SBCC provides appropriate and necessary services to the diverse population it serves. The student support programs should be commended for reaching the level of proficiency for their work with Program Student Learning Outcomes (PSLOs). All student support programs have developed one to four PSLOs. Each program has collected student performance data to assess student achievement on its program PSLOs. To date, the majority of the student support programs have submitted program improvement plans based on the analysis of the student performance data. It is clear that there is widespread institutional dialogue about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward student learning. Comprehensive assessment reports were provided. Also, a number of students demonstrated awareness and understanding of PSLOs.

SBCC is commended for its commitment to diversity. An example of this commitment is that the campus hired a full-time Director of Diversity who reports directly to the Superintendent/President. Through the Office of Diversity, efforts have been made to diversify the faculty via targeted recruitment of faculty and staff and the development of Diversity Dialogues (academic symposiums) to bring diversity awareness to the student body.

The college meets Standard II.C. The Luria Library and Cartwright Learning Resources Center are committed to providing access to a wide range of services and materials for students, faculty, and staff. Evidence is provided that clearly indicates a commitment by library and learning support services faculty and staff to dialogue, assessment, and improvement of student learning. The library and CLRC faculty and staff are to be commended for their commitment to student engagement, for innovative uses of technology to improve services to students and for developing strategies to have students become more actively involved in their own learning outcomes. They are also to be commended for continuing to provide high levels of service to the increasing numbers of students seeking their assistance and/or resources with diminished staffing and in facilities that need to be upgraded to meet 21st century technologies.

The team has defined four commendations for Standard II.

<u>Commendations</u>:

1. The Team commends Santa Barbara City College for creating an environment where the focus of the entire college community is on student success and achievement. There is a culture of evidence that promotes dialogue and the continuing improvement of programs and services.

2. The Team commends SBCC on reaching the accreditation standard level of proficiency for their work on student learning outcomes (SLOs). Meaningful, integrated dialogue and assessment of student learning takes place across all areas of the college, from course and program level SLOs to institutional SLOs.

3. The Team commends the college and its Continuing Education division for the scope and quality of its program for older adults. The breadth of course offerings, and the extraordinary, long-term popularity of the program make it unique among community colleges. (II.A.1.)

4. The Team commends the Luria Library and Cartwright Learning Resources Center for its extensive use of innovative communication technology (wikis, blogs, web pages, instant messaging) by library faculty to reach out and provide services to students (II.C); and enhancing student engagement through partnerships with faculty and the development of directed learning activities which extend classroom instruction into the tutorial environment (II.C.1.a).

STANDARD III
RESOURCES

General Observations:

The self study responds to Standard III in a thorough fashion. Numerous policies and procedures, planning documents, and examples of assessment data reflect the college's awareness of and adherence to the best practices enumerated within Standard III. The self study is descriptive and reflective. The descriptive summary and self-evaluation sections frequently note opportunities for continuous improvement and strategies, embedded in current college processes, to address these opportunities. In certain cases, specific planning agenda items may be warranted (III.A.4.b, III.A.5.a, III.B.1, III.B.2, III.B.2.a, and III.B.2.b). Recent and ongoing state budget issues will likely impact each of the four areas of Standard III. As noted by the college Superintendent/President in her September 4, 2009 memo, significant changes in Standard III areas have already occurred since the publication of the self study. The student learning impact of revised plans for Measure V funds, representing revenue generated from a local, general obligation bond measure, personnel reductions, and equipment replacement capabilities need to be further evaluated. Ongoing plans and processes, designed to respond to the dynamic and challenging state budget, will likely prompt additional discussions.

Findings and Evidence:

A. Human Resources

The college meets the expectations of the sub-standard. Personnel policies and procedures are well-documented and consistent with the parameters of Standard III.A. (III.A.3.a, III.A.3.b) The recently created Board Policy and Administrative Procedures Committee (BPAP) is charged with establishing a means for systematic review, consistent formatting and communication of all board policies and procedures. This committee is currently chaired by the Vice President of Human Resources and Legal Affairs. The office of Human Resources and Legal Affairs provides ongoing information and support to the campus community on personnel issues. Board Policy 1400 details specific procedures designed to support the consistent recruitment, selection, and evaluation of employees. Classified service employees, as part of the evaluation process, are required to identify if they are working within the specifications of the position's board-approved job description. This procedure, implemented subsequent to the 2004 college-wide classification study and salary survey, adds additional integrity to the job description document. (III.A.1.a) Survey responses in the Workplace Environment Assessment, administered in fall 2008, indicate over 90% of employees "know what is expected of me in my job." (Table 29A)

Hiring practices allow for collaborative input. Faculty actively participate in assessing new faculty needs and serve on faculty hiring committees. (III.A.6) The Academic Senate, after reviewing information presented by individual departments, prioritizes

requests for new faculty. Replacement positions are given automatic priority if underlying enrollment data supports the validity of a replacement. Reportedly, this approach has served SBCC well for many years. However, this informal tradition leads to faculty staffing decisions made outside of the formal integrated planning process. The college's commitment to hiring quality employees is evidenced by its willingness to extend position openings, offer temporary contracts and go out for a position a second year. According to the Vice President of Human Resources and Legal Affairs, the college actively seeks to promote highly competitive applicant pools through external recruitment, rather than through a primary reliance on incumbent candidates. Procedures regarding the verification of official transcripts for new hires have been strengthened in recent years. (III.A.1.a)

In response to previous accreditation recommendations, the college implemented new procedures to improve the timeliness of staff evaluations. Board Policy 2100 addresses the procedures for consistent faculty evaluations. Ample written documentation and Board policies describe the evaluation process for staff, faculty, and management. Staff evaluations do not include a self-evaluation component. The Workplace Environment Assessment reveals that evaluation outcomes may warrant improvement. Thirty-one percent of employees do not feel that the "evaluation processes at SBCC improve the quality of my job performance." This finding prompted the development of a planning agenda item to monitor and revise the performance review processes, as needed. A more specific Planning Agenda, linked to this finding, may be indicated (III.A.1.b).

The recently revised Faculty Responsibilities Checklist includes Student Learning Outcomes. (III.A.1.c). This checklist is part of the faculty evaluation process.

Expectations regarding the ethical conduct of the Board of Trustees are formalized in Board Policies 2710 and 2715. The college recently adopted a single code of ethics, applicable to all employees. (III.A.1.d) Through discussion, this code was reconciled to the preexisting ethics code for faculty. The campus-wide Code of Professional Ethics was approved by the College Planning Council on March 3, 2009, as evidenced by the Council's March 3, 2009 minutes. The code is not "linked with the College Mission Statement and Core Values" in the 2009-10 catalog, but it is accessible on the SBCC web site.

SBCC employs an experienced, well-prepared staff. Current state budget uncertainties will challenge the college in its determination of how to best use these resources to "support the institution's mission and purpose." SBCC has identified its recently revised Program Review process as a means to identify additional staffing needs to achieve division specific goals in support of the college's overall mission. The effectiveness of this planning tool, in regards to staffing reduction decisions, may be limited. (III.A.2, III.A.6)

The college collects and analyzes diversity data regarding its students, employees, and community. (III.A.4.a, III.A.4.b) The college's job announcements and interview

questions reinforce the college's respect for issues related to diversity. (III.A.4.c) Search committees are designed to reflect the multicultural campus environment. Given that "for at least the past six years, women have comprised the majority of employees in staff, faculty, and management groups," the requirement that at least one female be a part of search committees may not clearly reflect the campus's current diversity goals. As the campus continues its review, through BPAP, of all existing policies and procedures, hiring committee practices may warrant evaluation in order to best achieve the college's goals regarding diversity in recruitment and retention. (III.A.3)

The college provides a variety of opportunities and incentives for classified staff, faculty, and management to pursue professional development. For each employee group, at least 77% of employees believe "there are opportunities for me to expand my skills at SBCC." (Workplace Environment Assessment, tables 12a and 12b). Evidence is presented that training opportunities are responsive to employee requests. (III.A.5.a, III.A.5.b)

B. Physical Resources

The college meets the expectations of the sub-standard. Detailed maps and web site photographs depict an attractive main campus, situated in a unique oceanfront location. In addition to the main campus, which serves about 20,000 students per semester, SBCC also has two other centers, the Alice F. Schott Center and the Selmer O. Wake Center. These two smaller centers, combined, serve approximately 46,000 students per year. Given the student populations served, the available square footage differs significantly between the main campus and the two centers. The team noted that, while the grounds at the two centers are well-maintained, the facilities at the two centers have many routine maintenance needs.

Facilities challenges identified in the self study include maintenance demands of aging buildings; parking and traffic congestion; facility utilization rates, and security perceptions at the Alice F. Schott Center and the Selmer O. Wake Center. The recent planning for Measure V provided the college with the opportunity to focus extensively on facility needs. As the state budget impacts matching monies, plans to best utilize Measure V bond proceeds are being adjusted.

The college proactively addresses safety and security issues. Recent safety innovations include the introduction of a night shuttle, new Helpdesk Ticketing and work order software, and the selection of the AlertU Emergency Messaging system. As is evident throughout SBCC, the college utilizes technology as a tool to achieve stated goals. Security is available 24 hours, seven days a week on the main campus. The centers have recently added hourly security personnel. Additional security will be added in 2010, funded by the implementation of a parking fee at the two off-site centers. Crime statistics collected by SBCC indicate that crime levels are minimal at the centers, when compared to the main campus. (III.B.16) Inspections and assessments are conducted to identify potential fire, hazardous materials, structural, seismic or accessibility issues. (III.B.1.b)

The Five-Year Construction Plan, indicates that the college is currently under-utilizing lecture space, and has impacted utilization in AV/TV and library space. Objective 8.1 of the 2008-11 College Plan commits the college "to improve the utilization rate of facilities and other college resources in instruction and student support programs." Several of the ideas discussed to improve utilization rates (increasing Friday classes, removal of modular buildings, program relocation, scheduling changes) could significantly impact students. The Friday College, a plan developed by a work group of deans, faculty, and students to improve the utilization of facilities on Fridays, is scheduled to launch fall 2010. Evaluations of its success will be completed after each semester. Analyzing the potential impact on student learning needs to be a key factor in the ongoing process surrounding utilization rate decision-making. (III.B.1) According to the Senior Director, Facilities/Campus Development, the recent development of the Interim Educational Master Plan prompted a substantive dialogue and increased awareness regarding the integration of facilities and educational planning.

Through the Measure V planning process, the college community participated in extensive discussions as to facilities needs and updating of long range plans. Self Study narrative under III.B.6 summarizes the numerous documents informing decisions associated with physical resources. (II.B.1.a, III.B.2.b) Concerns expressed in the Workplace Environment Assessment regarding inadequate upkeep are attributed to a "long standing issue" of staffing levels in the Facilities and Operations department. (III.B.1.a) Bond proceeds will allow the college to address many, but not all, renovation, modernization, and major maintenance projects. During the team's visit, construction was observed to be underway on the bridge, conference and press center and drama/music building. Upon completion of scheduled projects, the adequacy of ongoing staffing levels and the long-term disposition of swing space may need to be revisited.

The college has demonstrated a proactive approach in its management of transportation and parking. The college developed a Transportation Demand Management Plan (TDMP), to collect data and implement strategies to improve access. User-friendly information regarding transportation alternatives is available on the college web site. Explicit incentives, however, are not offered to staff members related to parking. Despite increased enrollment, parking demand decreased from 1999 to 2007. This is, in part, attributable to the expansion of on-line and hybrid courses. The college's use of Pipeline and distance education, to address facilities constraints, provides an example of integrated planning.

The college has identified the primary components of the Total Cost of Ownership, which includes Facilities and Operating costs. Utility costs, a key component of the total cost, have been tracked and analyzed. Measures have been taken to improve energy efficiency. Objective 7.1 from the 2008-11 College Plan emphasizes sustainable practices in modernization and new construction projects. The recent installation of a photovoltaic system offers evidence towards achievement of this objective. While green and sustainable practices have been adopted by departments across campus (custodial,

food service), an integrated campus plan does not appear to be in place to address sustainable practices.

The addition of square footage in the past has not led to a corresponding increase in Facilities and Operations staffing. As the college moves forward on construction projects, potential program relocations, removal of modular buildings and energy efficiency measures, the Total Cost of Ownership will likely require revisions. (III.B.2.a)

The college has received over $10 million in state funds for construction and renovation projects. An additional $97 million has been requested. Measure V bonds will generate $77.2 million for construction projects. These dollars are being used to address significant maintenance, modernization, and ADA compliance issues. Through its data collection and planning efforts, the college has identified ways to foster the continuous improvement of its facilities. The college has sought the funds and approvals necessary to move forward on these capital projects. (III.B.2)

C. Technology Resources

The college meets the expectations of the sub-standard. As outlined in the SBCC self study and planning documents, and verified through campus interviews, significant technology enhancements have taken place over the last five years with the primary emphasis on the ERP system (SCT Banner) implementation. The funding levels for Information Technology have consistently exceeded national averages and SBCC has adequate staff and support personnel to maintain the personal computers, servers, and network infrastructure (including wireless technology). They provide each full-time instructor with a computer and have computers available for adjunct faculty. All computers and computer-related equipment are on a replacement cycle.

Verification by the team of the Information Technology organization chart shows that SBCC takes technology seriously and provides adequate support to the institution. The Information Technology staff (over 50 employees between the IT staff and education program support staff) provides support to over 2,700 computer workstations and servers at six different locations (main campus, continuing education centers (2), Kinko's Early Learning Center, and the off-campus cosmetology program). (III.C.1)

SBCC gains information regarding technology needs through a variety of committees, planning sessions, and feedback from employees and students. Committees include the District Technology Committee, Instructional Technology Committee, Faculty Professional Development Committee, Information Technology Help Desk, Committee on On-line Instruction, Portal Steering Committee, Banner Steering Committee, and the Committee on Teaching and Learning. The team reviewed committee meeting minutes which support SBCC's advisory process. The effectiveness of the college technology plan is provided by satisfaction surveys, helpdesk resolution trends, educational programs and IT coordination groups, and committee feedback. The institution utilizes the Altiris as its help desk software providing immediate feedback on employee issues, reports on

ticket resolution, and customer satisfaction. The college plans to migrate this software to the student help desk and the facilities department. (III.C.1)

SBCC provides a robust network to its employees and students, supporting the latest technology, and continues to design its network infrastructure with a look forward to greater use of laptops and PDA's. In addition to the comprehensive ERP system, additional applications supported by the IT team include a student portal (pipeline), learning management system (Moodle – Modular Object-Oriented Dynamic Learning Environment), and a classroom capture system - Panopto CourseCast. Through interviews with staff and students, the team confirmed the utilization and support of these applications. (III.C.1.a)

The team toured the technology facilities and concludes that SBCC takes pride in its infrastructure and has adequate facilities which include redundant air conditioning systems, UPS equipment, and a back-up generator. Data backups are provided by SAN storage and tape back-ups. (III.C. 1.a)

SBCC provides many training opportunities for employees and students. The Faculty Resource Center provides training for full-time and adjunct faculty. A tour of the facility and a review of the training calendar support SBCC's self-evaluation on training opportunities for faculty. Staff training is held in management meetings, continuing education courses, and management retreats. SBCC also has a Staff Resource Center and Professional Development Center which provide training opportunities for staff in software and other topics. Students utilize technology throughout their experience from the registration process to information on their portal. The tour of the Cyber Center, Cartwright Learning Resource Center, Luria Library, and the Learning Center (for Wake and Schott Centers) showed that students have adequate opportunity for technology training. (III.C.1.b)

SBCC has a three to five-year replacement cycle for computers, and other computer equipment is replaced at or within manufactures' end-of-life schedules. A review of District Technology Committee minutes and interviews with the Vice President, Business Services, and the Vice President, Information Technology, shows this refresh process is in place. Due to budget constraints, the refresh cycle for desktops and laptops has been changed to five years. (III.C.1.c)

SBCC had a District Technology Plan 2005-08 and currently has a District Technology Plan 2008-11. Both were developed by the District Technology Committee. A review of the 2008-11 plan shows that the District Technology plan is integrated with SBCC's College Plan. The Vice President, Information Technology, is a member of the College Planning Council. The technology plan has six goals covering student success, increased access, training, business intelligence, and network efficiencies and stability. (III.C.2)

D. Financial Resources

The college meets the sub-standard. A review of Board minutes revealed the principles of budget development for SBCC, and the audited financial statement shows that budget development and fiscal responsibility are thoughtful and robust at the college. A review of the audited financial statements demonstrates that SBCC has adequate levels of financial resources to support student learning programs and services. The college is managing the California budget shortfalls over the past two years and is anticipating additional shortfalls in future years while monitoring the impact on student services. (III.D.1)

SBCC's planning process is coordinated through the College Planning Council (CPC). CPC members include administration, faculty, staff, and a student representative. The CPC consolidates all major plans from all areas of the college. As described in the self study, "the College Planning Council has primary responsibility for the development, implementation, and assessment of the College Plan, linking program review to planning and budgeting, participating in budget development, and recommending to the Superintendent/President allocation of resources." CPC recommendations are reviewed and approved by the Superintendent/President who then submits them, as appropriate, to the Board of Trustees. Minutes from the CPC meeting show that budget considerations are part of these meetings and the budget is a component of the decision-making process.

The institution has implemented the program review process and linked it to planning, budgeting, and the allocation of funds to the College Plan. There is an Instructional program review, a faculty-led student services program review, and an operational program review. As verified in the budget timeline, the instructional program review is completed annually and ties instructional needs to the budget process, with the above noted exception of the decision making process for hiring full-time faculty, which follows its own protocols, using budget information. The institutional program review process ensures that programs are examined, current, and reflect the changing needs of students. Recommendations from program reviews are included in the budget planning process and coordinated through the CPC. The team confirmed the program review process included areas for staff and faculty to identify the need for resources. This need was traced through the minutes of CPC meetings and the budget process notes. An audit of the program review reports validated that program reviews are completed annually, budgets are considered, and tie to the College Plan and mission statement. (III.D.1.b; III.D.1.d; III.D.3)

In addition to the program review process, the college spent a significant amount of time evaluating the needs of the campus and created a maintenance project schedule that was used to help pass the Measure V bond. This planning process included the campus community through open forums. Groups involved in this process included the CPC, Executive Committee, Academic Senate, and community constituents. These forums established goals and objectives for long-term capital improvements. The institution has complied with legal requirements and created a bond oversight committee with information provided on its web site. The college has also developed a long range

development plan, and major maintenance projects in the Measure V bond. (III.D.1.a, III.D.1.c, III.D.1.d, III.D.2.d, III.D.2.e)

Documents reviewed by the team demonstrate SBCC's commitment to long term planning. SBCC has developed a long term plan that is summarized in the College Plan 2008-11. The College Plan outlined 8 major goals and 54 objectives. A review of the operational program review documents show the link between department goals and objectives, links to college goals and plans, office/person responsible for completion, new budget needed for completion, anticipated completion/measure of success, and status. (III.D.1.a)

The college goal of replacing technical equipment every three years has been extended to every five years due to the California budget issues. SBCC is committed to addressing computer equipment turnover which is important to maintaining modern equipment for students and employees.

SBCC presented in its "developments since the completion of the institutional self study" addenda report information on how the institution is managing the California budget deficiencies. The college took action to reduce and defer costs to ensure that the college remains fiscally solid and maintains sufficient reserves. Its goal is to retain regular employees and avoid layoffs while limiting the impact on instruction and services to students. Interviews with employees and students found that student services have not been significantly impacted by these budget reductions and that they are continuing to monitor student needs.

The financial management system has appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. Financial statements show appropriate allocation and expenditures to support institutional services and programs. Effective oversight of finances, including financial aid, externally funded programs, auxiliary organizations, and other accounts are properly managed.

The college uses the SCT Banner system for Finance, Human Resources, Admissions, Financial Aid, Registrations and Records, and their portal. The fiscal services offices provide financial information on-line via the SCT system. The financial information in the on-line system can be viewed at a variety of levels according to need. On a quarterly basis, the Board receives Quarterly Financial Status Reports. And, as needed, ad hoc financial analysis is presented to the Board of Trustees, Superintendent/President, Executive Committee, CPC, vice presidents, deans and other key groups. (III.D.2.b)

The foundation for SBCC, a non-profit organization, undertakes fund-raising efforts in order to provide financial support for various college-related programs, student scholarships, equipment and capital improvements, and faculty research and teaching activities. The foundation engages its own independent auditor for the preparation of annual financial statements. The visiting team reviewed the audited financial statements and the external audit reported presented an unqualified opinion. (III.D.2.e)

The team's review of the budget, fund balance information, annual reports and independent audits, reserve requirements, and interviews with the Vice President, Business Services, and the Controller, Financial Services confirms that there are adequate levels of financial resources to support the college and student services. A review of SBCC's restricted and unrestricted general fund balance shows the college has sufficient cash flow and reserves to maintain stability, to meet current and long-term obligations, and to cover self insurance reserves and requirements. (III.D.1.c, III.D.2.c)

External auditors express an opinion on the financial statements as well as supplementary information, internal controls, and compliance with federal and state requirements. The team reviewed the audited financial statements for the past three years and the audit reports reflect an unqualified opinion with no material weaknesses and compliance with federal and state requirements. (III.D.2.a)

The last three years' audited financial statements state that SBCC complied, in all material respects, with the requirements of its major federal programs which include the student financial assistance programs and the Vocational and Applied Technology Training Act. The auditors went on to state that SBCC was in compliance with all California compliance requirements which include salaries of classroom instructors, apportionment for instructional service agreements/contracts, state general apportionment funding system, residency determination for credit courses, student actively enrolled, concurrent enrollment of K-12 students in community college credit courses, uses of matriculation funds, GANN limit calculation, enrollment fees, CalWORKS – use of state and federal TANF funding, scheduled maintenance program, open enrollment, minimum conditions – "Standards of Scholarship," and student fee – instructions materials and health fees. In addition, fiscal services accounting staff performs a year-end close critique to review the accounting procedures and processes and identify ways to strengthen the accounting process. (III.D.2, III.D.2.d, III.D.2.f, III.D.2.g)

Conclusions:

The college meets the Standard. The information contained within the self study creates a consistent depiction of the college. Santa Barbara City College is complex and high-functioning. Innovation and a spirit of continuous improvement are complemented by the use of technology and data to improve institutional effectiveness. It is worth noting that the institution appears to be able to "do many things at the same time," in an integrated fashion.

SBCC has demonstrated, through the implementation of program review and the team's review of minutes, planning documents, as well as the physical review of resources, that it is committed to the continuous planning process.

SBCC has adequate levels of financial resources to support student learning programs and services. The college has managed the California budget shortfalls over the past two years and is anticipating additional shortfalls in future years while continuing to monitor student

services. The results of the financial audits reported an unqualified opinion on all three areas reviewed, financial statements, federal award programs, and state award programs and audit findings are addressed promptly. The team has defined two commendations.

Commendations:

1. The Team commends SBCC for its proactive commitment to technology in both instructional and administrative areas.

2. The Team commends SBCC for its successful fiscal management.

STANDARD IV
LEADERSHIP AND GOVERNANCE

General Observations:

The self study, written documentation, and observations from the team's visit reveal a college within which all constituents work together to improve practices, programs, and services. Institution-wide issues are discussed and solutions developed through systematic, participative processes, using either existing committees or work groups which are crafted for the problem at hand. (IV.A.1) Board Policy 2510 codifies that process. (IV.A.2) It was clear to the team that the college takes seriously the accreditation process and the need to be open and public in all that it does. The college also has been responsive to the Commission's past recommendations. (IV.A.4)

Findings and Evidence:

A. Decision-Making Roles and Process

As befits an organization of its size and with the multiple responsibilities of a community college, Santa Barbara City College governs itself through a complex administrative structure backed by an equally complex structure of governance committees, functional committees, and work groups to assure that all constituents have a say in college decision-making. The visiting team observed regular processes to assure that there is appropriate consultation by faculty, staff, and students for all issues. However, the team observed that the college's managers (below the level of vice president, approximately 7% of college permanent employees) are not members of the College Planning Council. The team also recognized that senior management does participate on councils and committees, and that the college does not distinguish among levels of management in its policies and practices attendant to participatory governance. However, the team also heard concern expressed by some managers about their lack of inclusion.

The College Planning Council (CPC) sits atop the council/committee structure. With the exception of some levels of management (see above), the CPC includes representatives of all constituent groups. The CPC connects those groups to the college's administrative organization. The College Planning Council has a significant role in the college's budget decision-making. (IV.A.2.a) By serving as chair of the College Planning Council and of the Executive Committee (of vice presidents), the Superintendent/President provides overall leadership for the college.

The faculty, through the Academic Senate, has a substantive and clearly defined role in college governance, as defined in Board Policy 2510. That role was most clearly demonstrated in the process leading to the adoption of the Process for Student Success, which pre-dated the state community college system's emphasis on basic skills. (IV.A.2.a) The team observed the process at work during its meetings with various

groups on the campus. The team observed a climate of mutual respect between faculty and administration at Santa Barbara City College. The team also noted a shared focus on student success.

After receiving the recommendations from ACCJC following the last site visit, the administration and CSEA, which represents the college's classified staff, together expanded the role of classified staff in institutional governance. That expanded role is seen in increased representation on the College Planning Council and the creation of other mechanisms to assure broad classified staff input into that Council's deliberations. (IV.A.2.a) The CSEA and the college collaborated in creating the Classified Consultation Group which expands further the consultation process as it involves classified employees. The team observed a climate of mutual respect between classified staff members and administration at Santa Barbara City College. The team also noted a shared focus on student success.

The college provides for representation of students on the Board of Trustees, the College Planning Council, and other significant committees. Students are clearly welcomed in the governance structure and have an obvious voice in decision-making processes. For example, the team found that students were actively involved in the development of Student Learning Outcomes.

The team noted one group whose participation in governance may be of concern.   As noted below, the Workplace Environment Assessment found that managers seemed to be satisfied with their involvement in decision-making at the college. However, that was not confirmed by the team's inquiries, specifically the lack of representation of mangaers below the level of vice president on the College Planning Council.. This is an area that will bear on-going attention by the senior administration especially during difficult budget times.

The Workplace Environment Assessment survey, which the college conducted in 2008, demonstrated a high level of overall satisfaction with the work environment at the college. Well over two-thirds of all respondents to the survey felt that the college "encourages employees to take initiative in improving practices, programs and services" (regular faculty 72%, classified 73%, managers & confidential 85%). Similarly, well over two-thirds of the respondents to the survey responded that "there are processes in place to be involved in decision-making and problem solving" (regular faculty 84%, classified 69%, managers and confidential 85%). In other words, there is broad agreement that there are structures in place to give administrators, faculty, classified staff, and student voices in decision-making.   With the exception noted above, the team confirmed that those voices actually exist.

The team found that Santa Barbara City College works hard to assure that there is regular, comprehensive communication about college issues. The self study documents a number of strategies the administration has employed to distribute communications throughout the college. The college's robust council/committee structure appears to be

effective in facilitating communications among the various constituencies. This conclusion appears to be validated by the Workplace Environment Assessment which found that 82% of all respondents believe they are adequately informed about what is happening at the college. However, only a bare majority of the survey respondents felt "adequately represented in college-wide decision making"—a perception that is most pronounced among classified staff. The team concludes that the self study documents effective top-down communication.

The Governance and Functional Committees list suggests that administrative lines of authority and responsibility are occasionally blurred by reporting arrangements for governance committees. One would expect that an advisory committee for a specific functional area would report to the administrator who is responsible for that area. The self study forthrightly notes that "the college needs to create a more formal process for evaluating existing institutional committees and their effectiveness…" Given the observation noted above, such a review appears especially timely.

The team reviewed Academic Senate minutes and other documents pertinent to faculty, staff, and student involvement in institutional decision-making. Senate minutes demonstrate a healthy dialogue between the faculty and the administration about institutional planning, policies, and budgets. (IV.A.2.a) It is clear that the Senate has an appropriate role in institutional decisions. Senate and Board of Trustee minutes demonstrate that the institution relies on faculty and academic administrators for recommendations about student learning and student support services. (IV.A.2.b)

As noted above, Santa Barbara City College has a complex administrative structure. It is a structure which has evolved over time—sometimes as a result of a combination of budget issues and serendipitous personnel changes. Neither the self study nor observations by the team document that the college has undertaken a formal evaluation of that structure (IV.B.2.a) to determine whether it best reflects the college's current purpose, size, and complexity. The team noted that some administrators at various levels in the organization seem to have very broad spans of control (in some cases seeming to include unrelated administrative activities), while other administrators have narrower, more focused portfolios. The lack of any evidence of a recent evaluation of the college's administrative organization begs the question of whether the current organization most effectively serves the college's purposes, size, and complexity. (IV.B.2.a)

The need for such an evaluation seems especially important for two reasons. First, the college has grown significantly in size and complexity since the current structure was adopted approximately ten years ago. The student body has nearly doubled in size in that period. The college has recently developed a sizeable on-line educational component. And it has moved aggressively into new educational ventures. Secondly, the college has an ongoing problem of completing personnel evaluations in a timely fashion in spite of significant efforts to deal with the problem after it became the object of a recommendation in the last team visit. The self study, by noting that faculty who supervise classified staff are most likely to be tardy in completing evaluations, suggests

that the problem may be rooted in the administrative structure. It is important to note also that there is a good deal of satisfaction with a structure that brings together instructional programs with student support services. However, during its visit, the team found concerns about the organizational structure, as well.

B. Board and Administrative Organization

Santa Barbara City College has a remarkably stable and effective Board of Trustees. All of the evidence leads to the team's conclusion that the Board provides effective policy leadership for the college. The Board sets a tone of collegiality and concern for student learning, which permeates the work of the college.

The Board of Trustees has taken seriously its responsibility to act as a whole. (IV.B.1.a) It has developed processes which lead the Board to almost always make decisions based on a consensus among its members. In fact, when asked about disagreements, Board members were able to recall exactly two times in a decade or more when the Board was not unanimous on a specific issue. Others at the college had similar memories of Board consensus. The Board was clearly involved in and took seriously its role in the accreditation process. (IV.B.1.i) The Board has in place informal but effective processes to mentor new members, including student members of the Board of Trustees, and to assure its own development as a Board of Trustees. (IV.B.1.f)

The Board of Trustees has appropriately delegated executive responsibility to the Superintendent/President through Board Policy 2430. It was clear to the team that Board Policy 2430 is followed (IV.B.2.a) and strongly endorsed by the Board of Trustees. The Board has taken leadership in assuring that its policies are revised with a special effort to separate policies from administrative procedures. However, at the time of the visit, this is a work in progress with a vice president given responsibility for assuring the completion of the complex project. (IV.B.1.b)

The Board acts to establish policies to guide the institution (especially to assure educational quality and financial integrity) and, as noted above, is currently focusing on rewriting all of its policies to establish a clear line between establishing policies for Santa Barbara City College and administering the college. (IV.B.1.c) The first step in revising the Board's policies was to revise its own by-laws, which are now published on the college's web site. (IV.B.1.d) The college recognizes that the process of revising the Board's policies needs to be completed sooner rather than later. The team found that the revision process has led to uncertainty by some faculty and staff about where to look for policy guidance in some cases.

The Board has adopted policies to select, evaluate, and support the Superintendent/ President. (IV.B.1.j) The team was especially impressed by the thoughtfulness the Board of Trustees displayed in developing the process that led to the selection of the present president. That process thoughtfully balanced a concern to protect the privacy of

candidates with the need to involve the community on and off campus in the selection of the college's next leader.

Most notably, the Board has had a code of ethics for over twenty years and has regularly evaluated and revised that code. (IV.B.1.h) It was clear to the team that the Board pays attention to its code of ethics as it guides the college. It was also clear that the Board of Trustees, either by accident or design, leads the college as much by example as by policy. It sets the tone for Santa Barbara City College as an institution.

Prior to 2008, when the Board adopted a policy on the evaluation of the CEO, the Board took an ad hoc approach to its evaluation of the Superintendent/President.   The self study documents one use of the new policy for evaluation. Given the relatively short time this process has been followed, there is not sufficient evidence to conclude that the Board actually adheres to its policy for evaluating the CEO on a regular, ongoing basis. (IV.B.1.j) thus the recommendation for improvement as noted below.

The Superintendent/President assured her leadership role in the college's planning process by chairing the College Planning Council. Shortly after her arrival, the college began a comprehensive strategic planning process which, under the Superintendent/ President's leadership, involved all groups at the college. The resulting "College Plan 2008-11" has become the basic strategic planning document to guide the work of the College Planning Council and decision-making by the Superintendent/President. The college conducts a regular follow up to the plan through the Superintendent/President's annual Institutional Effectiveness Report. (IV.B.2.b)

As noted above, the college has undertaken the difficult task of revising its Board Policies and associated Administrative Procedures using the template provided by the Community College League of California. This is always a difficult and time-consuming process which the college recognizes that it needs to complete. Only when this process is completed can the college fully support the conclusion that "institutional practices are consistent with institutional mission and policies." (IV.B.1.b; IV.B.1.e; IV.B.2.c)

As noted elsewhere in this report, Santa Barbara City College has a long history of fiscal responsibility. It has continued that history through its transition to a new Superintendent/President and the difficult fiscal issues that face the college at this time. (IV.B.2.d) The Superintendent/President is recognized as an effective communicator within and outside of the college, as evidenced by her membership on important organizational boards within the community and personal touches, such as "Presidential Chats" and college forums on campus. (IV.B.2.e)

Conclusions:

The college meets the Standard. Santa Barbara City College is a remarkable institution in many respects. It is a college with a long and demonstrated history of participatory decision-

making and problem solving. It collects data and pays attention to those data. Both of those conclusions are supported by the process leading up to and the decision to develop the Partnership for Student Success. The processes leading up to the college's successful bond campaign (Measure V) and, more recently, the adoption of the "College Plan 2008-11" demonstrate a similarly open and collegial process involving all appropriate constituent groups of the College.

Santa Barbara City College is known for steady and thoughtful leadership by its Board of Trustees and for the strong and complementary working relationship between the Board of Trustees and the Superintendent/President and indeed between the Board and the faculty and classified staff. Recent initiatives by the college's still-new Superintendent/President appear to be moving the college forward during a time of fiscal difficulties. The team has defined four recommendations for improvement and one commendation.

Commendation:

1. The Team commends the Board of Trustees, faculty, staff, and administration for their commitment to student success and inclusiveness in decision-making.

Recommendations:

1. 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. (IV.A.2.a; IV.A.5)

2. 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. (IV.A.5; IV.B.2.a)

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

4. The Team recommends that the Board of Trustees regularly evaluate the Superintendent/President's performance, following Board policy. (IV.B.1.j)