

EVALUATION REPORT

51, £ÀûÉç

721 Cliff Drive
Santa Barbara, CA 93109

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
51, £ÀûÉç on October 1 – 3, 2002

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51, £ÀÚÉç

Tuesday October 1-Thursday October 3, 2002

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SUMMARY AND INTRODUCTION

On October 1 - 3, 2002, a twelve-member team visited Santa Barbara City College in response to the College's application for reaffirmation of accreditation. The last team visit was in 1996 and following that visit the Accrediting Commission for Community and Junior Colleges reaffirmed the accreditation of the institution.

In the preparation of the current self-study report, as in 1996, the College used an experimental self-study methodology. While both processes were experimental, they were significantly different in substance and nature. In 1996 the approach centered on Project Redesign (a locally themed reengineering effort). In the current process, the College focused on an institutional effort to be a Model Community College. Within the Model Community College approach, the College used a planning methodology which identified nine forces for change on an established institution. Then, through the use of an institutional data base and the corresponding analysis, the College developed an 80 objective plan for the years 2002-05. The plan was supported by a set of institutional effectiveness measures which will be used by the College to monitor institutional progress on the attainment of the 80 objectives within the College Plan.

Experimental self-studies are challenging for both the institution and the visiting team. As a result, a significant part of the team chair's time prior to the visit was devoted to clarifying the intent and purpose of the experiment along with clarifying the expectations of the Commission in terms of defining the visiting team's assigned task. What added additional confusion to the situation was that in between the Commission approval of the self-study and the team's visit there was a change in both the Executive Director of the Commission and the President of the College.

Eventually, a collaborative effort and discussion between the team chair, the former and current Executive Director, as well as the former and current President of the College, clarified the expectations for all parties. It was clear that the College's intent for the experiment was to have their institution, based on its history of compliance with accreditation standards, achieve an outcome that would provide greater benefit to the College and push the institution to a higher level of achievement – a noble goal. Nevertheless, the self-study product (as agreed to by the Commission) did not contain the usual analysis of institutional conformity to the accreditation standards and accordingly increased the workload for the team. The College met or exceeded all of the terms of the experimental self-study – it was just left to the visiting team to fill in the gaps.

In an effort to bridge the aforementioned gaps and to improve team understanding of the experiment, the College President, Executive Vice President and Accreditation Liaison Officer joined the team for a portion of the team meeting on Monday afternoon. This discussion, along with a number of supplementary materials provided by the College, allowed the team to arrive at the College on Tuesday morning with a clear understanding and expectation of how to complete its task within the experimental self-study framework.

Experimental Self-Study Report

The experimental self-study and the adoption of the Model Community College planning framework was clearly a successful venture for the College. The process produced an outcome of far greater institutional value than would have resulted from a typical self-study process. Certainly for Santa Barbara City College, at this point in its institutional evolution, the experimental self-study was the correct approach.

From a visiting team's perspective, the self-study report could have included some additional elements that would have aided the team's performance of its responsibility. As mentioned earlier, it would have been particularly helpful if the section entitled "Verification that the Ten Standards are Being Met or Exceeded" had included some analysis to demonstrate the basis for the declarative statements. The College had, in fact, performed the analysis but it had to be validated by the team during the visit. It would also have been helpful if the typical section of descriptive background (demographics, size, organization charts, etc.) had been included in the self-study report since the team did not arrive with a level of familiarity with 51, £ÀÛÉÇ. Finally, the College did not include in their self-study a report demonstrating that they continue to meet the "Eligibility Requirements for Accreditation". The institution believes it met all of the conditions required for the experimental self-study and, according to the documentation, that appears to be accurate. However, in future experiments, it would be useful to all parties if the Commission would provide a much more detailed prescription for the self-study report so that the spirit of the experiment is maintained while making it easier to validate conformity with the standards.

Commendations

51, £ÀÛÉÇ is clearly one of the exceptional colleges within the California Community College system. While no visitor can ignore its magnificent site overlooking the Santa Barbara Yacht Harbor, the Santa Barbara coastline, and the Pacific Ocean, it is the people and programs of the College that makes it a quality institution. Accordingly, the team found numerous aspects of Santa Barbara City College that merited commendation.

The team commends:

1. the College's effort to build diversity in all its forms within the student population;
2. the College for establishing extensive, evidence-based, and deeply reflective institutional planning processes. It is clear that the College thoughtfully plans for planning and that a culture of planning and a culture of evidence are thoroughly embedded in the institution. The team was impressed with the high level of comfort on the part of program leaders and staff members with quantitative effectiveness indicators and their lack of defensiveness even when faced with

negative trends. Such trends are simply taken as challenges to find yet another strategy to improve performance;

3. the College for substantially increasing its capacity for institutional research, evaluation, and decision support by creating the office of Institutional Assessment, Research, and Planning and staffing it with a highly qualified director and a professional analyst. This action has greatly increased support for evidence-based planning and decision-making;
4. the College's commitment to aiding faculty in the development of on-line courses and the institutional support for those classes while they are being offered;
5. the College on its widespread focus on good teaching. Multiple resources are available to teachers, and all levels of the College encourage student-centered good practices. Collegial ventures contribute to a culture of caring about students and about teaching as a craft;
6. the College's Continuing Education Program for its large and varied offering and the enormous support engendered for the program from the community;
7. the College's focus on students and the delivery of student services by a very caring student services staff;
8. the College's efforts to achieve a positive integration of Instruction and Student Services through a reorganization that enhanced the institutional role of student services;
9. the College's focus on technology which permeates the entire educational program. Also, the College's long-term commitment to the role of technology in instruction through a planned and budgeted replacement process for obsolete technology;
10. the College's efforts in staff development to provide training to support the infusion of technology but also professional faculty development in general through the creation of cross-functional teams and financial support for staff development participants;
11. the College's aesthetically pleasing physical environment. It is not only attractive and well maintained, but it is constructed to facilitate student interaction and learning;
12. the College for creating a culture committed to solving problems with a focus on student success;

13. the College's Foundation for the magnitude of its fundraising success and the use of those funds to enhance the educational program of the College;
14. the College's governance relationship between the faculty and the administration. Within this relationship the College appears to be operating in an exemplary manner of collegial collaborations.

Recommendations

Even though 51, £ÀÛÉç is an exemplar y institution, the team did identify five recommendations for improvement. Those recommendations are as follows.

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

As noted earlier in the commendations, 51, £ÀûÉç has a culture of working to solve problems and to continually improve as an educational institution. Accordingly, the team is confident that the College will incorporate these recommendations into their plans and actions so that a quality institution becomes even better.

STANDARD 1 **INSTITUTIONAL MISSION**

Response to Previous Recommendations

The previous team made no recommendation for this standard.

Observations

The College's mission statement is reflected in several documents utilized in institutional planning. The mission statement is clearly found in the college catalog, Institutional Effectiveness Annual Report for both 2000-2001 and 2001-2002, and the College Plan 2002-2005. The vision and mission statements reflect the College's commitment to being a model community college for the 21st century. The mission also reflects four core values that assist in the institutional decision-making process for the College. These core values highlight the College's guiding principles, which reinforce their commitment of providing the best educational experience for all students. The Board of Trustees reviewed and adopted a revised vision and mission statement at their May 24, 2001 board meeting.

The College Plan highlights 17 goals for the College; within several of these goals the mission, values and guiding principles are incorporated into objectives. The College Plan's preamble and vision statements refer to the College mission and reiterate the commitment to transfer, occupational competencies, academic skills, economic and workforce development, and continuing (adult) education. The mission statement also suggests that the College has embraced the notion that a model community college must undertake change while pursuing its fundamental purposes. The College Plan states: "51, £ÀÛÉç will achieve its goal of becoming a model community college by capitalizing on the strengths of its culture and values and its mission by becoming a fully technologically enabled institution".

Interviews with board members, administrators and faculty indicate that the mission and core values are reviewed every three years. Those interviewed state that the College uses the mission statement to guide the College. The College Planning Council is responsible for making any changes or revisions by utilizing the governance process of the College, ensuring campus-wide input.

Conclusions

Overall, the College has met the four objectives for Standard 1. The College utilizes the College Planning Council for campus-wide input on the mission and core values.

Recommendations

The team makes no recommendations for this standard.

STANDARD 2 INSTITUTIONAL INTEGRITY

Response to Previous Recommendations

The previous team made no recommendation for this standard.

Observations

51,£ÀÛÉç represents itself clearly and accurately in its catalogs and other publications as well as in electronic formats. Since its last accreditation visit, 51,£ÀÛÉç has made a concerted effort to make more forms and documents available in Spanish. The student portal is also bilingual. The instructions for setting up an account on the student portal are presented in both English and Spanish. The Spanish is clear and the instructions seem to parallel those printed in English. The “look” of the entrance to the student portal is the same for both language groups.

Statements regarding academic freedom as well as the commitment to the free pursuit and dissemination of knowledge are available in several documents, notably the Faculty Handbook which includes standards for both full-time and adjunct faculty. The Faculty Handbook makes it clear that faculty have the responsibility to present information to students in a manner that is both fair and objective. Faculty are respectful of students and staff who may have opposing views.

Policies relating to academic honesty are clearly spelled out in the Faculty Handbook, the catalog, the schedule of classes, and in several of the documents made available through the Counseling Department. The sanctions for both first and multiple offenses are defined as well.

51,£ÀÛÉç has made an effort to reach out to under-represented students of ethnic, economic, age and gender-related economic diversity. A Marketing/Access Cross-Functional Team has been created to address the recruitment and service needs of the local community as well as those of potential out-of-area students. The College has worked to increase by at least one percent each year the number of economically disadvantaged students who receive financial aid as well as EOPS/CARE counseling.

51,£ÀÛÉç has a dual enrollment program with high schools in both the Santa Barbara and Carpinteria high school districts. The enrollment of students from these high schools taking SBCC classes reflects the ethnic makeup of the community and will assist these students in earning units towards a college degree.

Non-native speakers of English are given the opportunity to take the Credit ESL Assessment Test on the non-credit campus. As a result of this practice, non-credit ESL students no longer have to arrange to take an afternoon off from work or arrange for childcare in order to take this test. The Credit ESL Assessment

Test is a required step in the movement from non-credit to credit courses and to matriculation into the College's degree programs. This practice has opened the doors to a broader range of students. It has increased the economic and ethnic diversity of the students in the Credit ESL classes on campus and has made for a more interesting level of discussion as students who have to work mix with F-1 visa students who are in the U.S. to study.

51,£ÀÛÉç demonstrates honesty a nd integrity in its athletic programs. Issues of recruiting and academic performance of athletes are handled well. The College was in discussion to reestablish a program that could offer services to athletes in need of drug and alcohol counseling as well as similar services for the College community at large.

51,£ÀÛÉç has a number of committees that look at policies and practices and examine them in light of current practice. The Academic Senate has revised its own documents recently.

The Marketing Director updates both the print and the audio material that is used to advertise 51,£ÀÛÉç. She brings new material before the Enrollment Management Marketing Campaign Team and shares the flowchart for increasing enrollment as well as the wording that will be used in print and audio materials. The Public Information Officer utilizes a strategy to disseminate college information to the local community. This information is reviewed and evaluated by several committees before it is sent for press release.

Conclusions

The team validates the self-study findings that this standard has been met. The marketing documents are consistent in their design and in the message about the College that is presented to the community. An effort has been made to prepare college marketing materials in both English and Spanish, and a portion of this material is available on the Internet via the student portal. The College has increased its efforts to reach out to an increasingly more diverse student population. This diversity is ethnic, economic, and age and gender-related. Programs are in place to support minority students who may need additional tutoring and financial assistance.

Recommendation

The team makes no recommendation for this standard.

STANDARD 3 **INSTITUTIONAL EFFECTIVENESS**

Response to Previous Recommendations

Past Recommendation: It is suggested that the College continue and intensify its efforts to develop and implement a responsive and integrated database and information system to support its planning and decision making processes.

The previous visiting team suggested that the College implement an integrated database and information system. The current visiting team was able to verify that the College has made very substantial progress toward achieving this goal, though it has encountered some significant difficulties along the way. The College decided to develop and implement an integrated ERP (Enterprise Resource Planning) system in partnership with Oracle. In July 1998 it implemented the first of three major components, the Oracle Financial Management System. In November 2001 the College completed implementation of the second component, the Oracle Human Resources System. Interviews revealed that while the College is pleased with the human resources system, new leadership in Business Services has serious concerns about the functionality of the financial system. In addition, there have been substantial delays in the implementation of the Oracle Student System. The delays have been caused by Oracle's inability to deliver this entirely new component according to their promised schedule. The delays in the Oracle Student System implementation have in turn delayed the implementation of several other key student services applications such as web-based registration processes. However, the College is currently creating a process to resolve the commitment to an Oracle-based ERP, on the one hand, and the lack of certain functionality in the financial system on the other. In addition, the College has finally received the production release of the Oracle Student System and has begun the process of setup and testing. The Implementation Team now expects the Oracle Student System to be up and running for the Spring 2004 semester.

The previous visiting team's purpose in suggesting the implementation of an integrated ERP was to provide better support for the College's planning and decision making processes. This purpose has been achieved by Santa Barbara City College in another way. Since the last visit, the Office of Institutional Assessment, Research and Planning (IARP) has created an Oracle-based data warehouse which now includes all the data captured in the Santa Rosa legacy student information, updated on a daily basis. The data warehouse in turn supports a Web-based decision support system, also created by IARP, using the Oracle Discoverer query tool. This system brings nearly instant and user-friendly desktop access to the data in the warehouse. In addition, IARP has developed an array of standard reports and query templates currently being accessed and used by deans, senior management, and department chairs. Users can modify standard reports and templates to create their own queries for on-going or *ad hoc* planning and decision making needs. The team observed an impressive demonstration of this decision support system during its visit.

Past Recommendation: It is suggested that 51, £ÀÛÉç determine the most appropriate means for managing institutional research so that it can be focused in an effective way to meet the increased needs created by the Project Redesign, requirements of external agencies, and the internal needs of the faculty and administration for planning and decision making.

51, £ÀÛÉç has very substantially increased its capacity to manage and conduct institutional research since the last team's visit. During 1998-99, the College allocated PFE (state Partnership for Excellence) funds for the creation of an Office of Institutional Assessment, Research, and Planning to be staffed by a Director and a Research and Assessment Analyst. In September 1999 the College hired a highly qualified director and later the analyst. This action replaced a decentralized and weakened research function with a very effective and substantially strengthened capability focused in and led by this new office. The team not only observed a demonstration of the impressive decision support system created by the office but also reviewed a large sample of the many high quality research studies and reports it has produced in only three years.

Observations

The team's observations fall into the three main elements of this standard which are addressed individually.

Institutional Research and Evaluation

The team was able to validate that since the last visit 51, £ÀÛÉç has continued and deepened its culture and tradition of conducting and integrating institutional research into the planning, evaluation, and decision making of the College. The College has created and staffed a new office of Institutional Assessment, Research, and Planning thereby substantially improving its capacity to effectively respond to growing needs of institutional research and analysis, expanding reporting requirements, assessment and accountability studies, an effective decision support system, and the need to support and track the outcomes of the College planning process. During its visit the team observed several impressive examples of the use of data and research to assess activity or program outcomes and to develop strategies to improve those outcomes. Furthermore, the team heard reports of many other examples of using institutional research data and studies as feedback for improving program results and increasing student success. In fact, it became clear to the team from observations of meetings, review of documents, and interviews that the use of effectiveness indicators and research and analysis for improving performance is so deeply embedded into the culture and traditions of the College that program managers and members do not even fear public availability and discussion of indicators with negative trends. Rather such cases are simply seen by everyone as challenges to look further for strategies to improve performance.

Over the years, the College has produced a series of three-year College Plans that articulate goals and objectives for new initiatives and changes in increasingly

measurable terms. The annually produced Institutional Effectiveness Reports track an expanding array of quantitative institutional effectiveness indicators. Recently, the IARP has been producing periodic evaluations of the progress in achieving the goals and objectives of the current College Plan. These documents function as very powerful means for guiding the advancement of the College and evaluating how well it is accomplishing its mission and purposes.

The team observed that the College uses well-developed program review data and other studies to understand and improve the performance of programs in many instances. However, as mentioned under Standard 4, the Continuing Education Division needs to improve its program review process.

Institutional Planning

The team was able to validate through interviews, attendance at meetings, and review of documents that the College has well-developed planning processes that involve appropriate segments of the College community though the team is concerned about classified staff participation, a matter discussed elsewhere in this report. Nevertheless, it became increasingly clear to the team during the course of its visit that planning is deeply embedded in the College's culture. One might say that the College has developed a culture of planning as well as a culture of evidence with both now more clearly than ever focused on improving student learning and success. The team reviewed highly developed strategic plans for a number of institutional areas and through interviews validated that these plans function as effective drivers of development. For example, there is a carefully developed plan for implementing the Oracle Student System and a detailed plan for the development and implementation of instructional technologies. The team was able to validate substantial and highly thoughtful efforts even in its planning for planning. For example, the leadership and governance groups are currently discussing and refining a proposal for a new governance and planning structure for its many technology initiatives.

Since the last visit, the College has developed a number of processes and structures for the determination of priorities for improvement, the allocation of resources, and the integration and coordination of the various major components of institutional planning. For example, separate academic and student services divisions were combined into a new Educational Programs Division under the leadership of an Executive Vice President. A Dean of Educational Technologies position was created to serve, among other things, as a liaison with the Information Resources Division. The College Planning Council, the major governance body responsible for institutional planning and resource allocation, is responsible for the College Plan, resource allocation, and budgeting. At the time of the team's visit it was reviewing and revising proposed budgeting principles.

Institutional Outcomes Assessment

51, £ÀÛÉÇ has for years been impressive in its efforts to specify its intended institutional outcomes in measurable terms and to assess and document their achievement. The College does this primarily through the development of the College Plan and the development and annual review of the institutional Effectiveness Report. The team was able to validate through interviews and review of documents that the College devotes great attention and high-quality efforts to developing these documents and to using them to track and improve its performance.

As indicated under Institutional Planning above, the team was able to validate that 51, £ÀÛÉÇ continually reviews, evaluates, and modifies where appropriate its planning processes to improve their effectiveness. The College communicates results of planning and evaluation regarding matters of quality assurance to the public through, among other means, reports to its publicly elected Board of Trustees and by posting its planning and institutional effectiveness and outcomes tracking reports on the IARP web site.

Conclusions

The team finds that the College exceeds the standards of institutional effectiveness in almost every respect and has made significant progress in moving to an even higher level of achievement in this area since the last accreditation team visit. The College has improved its efforts and performance in all three major elements of this standard: institutional planning, institutional research, and institutional outcomes assessment. The College is commended for these efforts and for the achievement of a deeply embedded culture of planning and evidence focused on improving institutional performance and the success of each student.

Recommendations

See recommendation in Standard 4.

STANDARD 4 EDUCATIONAL PROGRAMS

Response to Previous Recommendations

Past Recommendation: The College should continue efforts to integrate and articulate credit and non-credit programs.

It was the feeling of the earlier visiting team that the College's massive Continuing Education Division, because of its success, constituted on one hand an opportunity to bring students into credit programs on campus, and on the other hand a potential threat to provide duplicate programs that would diminish enrollment on campus. The threat may or may not still be there, but the opportunity to articulate students has been seized by the College in several concrete ways.

By the time of the 1999 Midterm Accreditation Report, the College had taken two steps. First, the College created the ONE STOP/CalWORKS committee to coordinate the district's credit and non-credit vocational and technical programs' response to meeting the needs of individuals on welfare and those seeking employment. Second, the non-credit division developed its own matriculation program (STEP) to encourage students in non-credit ESL courses to transition to the credit program, and also students from the non-credit GED program to meet with counselors to discuss continued study in credit programs. The Credit ESL Assessment Test is now offered onsite to students enrolled in non-credit classes. The STEP program is functioning effectively and tracking students who make the transition; the number of these students is rising steadily—386 in fall 2000, 387 in spring 2001, 407 in fall 2001, and 428 as of spring 2002.

Two other items in the Midterm Report do not appear to have produced results. First, the report cites a study that addressed the coordination of the district's credit and non-credit computer applications course offerings, and adds that the vice presidents of the credit and non-credit divisions are currently reviewing recommendations from the study. The 2002 self-study repeats this paragraph, but reports vaguely that the vice presidents reviewed and implemented recommendations from the study. However, on September 23, 2002, the Curriculum Advisory Committee passed a resolution requesting that a plan be developed for resolving issues of curriculum overlap between the credit and non-credit divisions (for example, in the area of computer applications). The Midterm Report notes that discussions are also underway to coordinate the College's response to credit and non-credit economic development programs. The same statement appears in the 2002 self-study, suggesting that this coordination is not yet taking place.

Perhaps the most significant response to the recommendation of the previous team is the inclusion of specific goals in the 2002-2005 College Plan addressing the issue. Of seventeen goals, one is to "facilitate student transition to Santa Barbara City College by expanding cooperative strategies with Continuing Education...." One of the eighty objectives in the College Plan is to "Increase by

5% per year the number of students who enroll in noncredit ESL, GED, basic skills and short term vocational programs and subsequently enroll in Santa Barbara City College credit courses within the next year.” The College is tracking these statistics.

Observations

51, lists over one hundred academic and vocational programs in its current catalog, an impressive array of courses of study. The standard academic disciplines are represented, as well as newer programs such as Environmental Studies and Film Studies. Vocational programs include conventional offerings such as Automotive Service and Technology, as well as programs specifically suited to the community, environment and economy of the surrounding area, such as the Hotel, Restaurant and Culinary program, or Marine Diving Technologies.

The College has appropriate and effective advising—in terms of both procedures and personnel—and facilitates student transfer effectively. Transfer rates are impressive, and the College has a large number of transfer agreements with four-year institutions. One student described the College as a “pipeline” to U.C. Santa Barbara.

The Continuing Education Division is something of a marvel, serving close to 45,000 unduplicated students yearly, according to the latest figures. The College points out with understandable pride that this constitutes nearly a third of all adults in the College’s service area. One administrator referred to this as a measure of the College’s unparalleled “market penetration,” though this business term may understate the importance of the program in the lives of the community.

Conclusions

The College’s educational programs are strong, both in breadth and quality. Procedures are in place to guarantee both the academic rigor of the curriculum and the student-centered nature of its delivery. These procedures, of course, are dependent on people committed to the excellence of the College. Worthy of note is the Curriculum Advisory Committee, which combines strict adherence to good practice with tremendous productivity. Its 2001-2002 year-end report shows perhaps a thousand different course outlines passed, at least two hundred of them new courses—an astonishing workload.

The College has also taken a bold step in program review, choosing to evaluate *every program every year*. This is made possible by two things: a streamlined process and a tireless Executive Vice President willing to engage in the number of review meetings the process necessitates. Time will tell if this is a sustainable pace, but in the meantime each program takes a clear look at its goals and

achievements every year. As a result, both the programs' effectiveness and their communication of needs to administration are probably improved.

The College's commitment to quality instruction is most apparent in the opportunities it creates for faculty development. The College has committed time, energy, space and money to a variety of interrelated resources for individual instructors who wish to evaluate, update, or improve their teaching methods. Central to this effort is a system of campus-wide "Cross-Functional Teams" focusing on matters like faculty professional development and distributed learning. The teams are carefully composed of interested parties with responsibility for gathering input, planning, and coordinating college-wide efforts. The College supports its Faculty Resource Center effectively, and there are other resources like the Committee on Teaching and Learning, which focuses creatively on teaching practices—from specific "teaching tips" to philosophical discussions of pedagogy (this committee, like so many resources at the College, has an impressive website accessible to faculty and staff). The College's system for developing online courses is a model for other colleges; faculty are trained extensively, and provided with both technical and pedagogical support. The team commends the College for its outstanding commitment to developing its Online College. Requiring preliminary training in online instruction, providing technical support for both faculty and students, considering issues of access, and following up with careful study of these courses' effectiveness, the approach constitutes a model for other colleges. The College is also to be commended for its widespread focus on good teaching. Multiple resources are available to teachers, both tenured and adjunct, and all levels of the College encourage student-centered good practice. Collegial ventures such as the Committee on Teaching and Learning do not exist everywhere. They are symptoms of—and contribute to—a culture of caring about students and about teaching as a craft.

Not everything is perfect, of course. In a few subject areas, the College, like many others, depends heavily on part time faculty. Some transfer-level composition classes are large—36 students. (But the institution feels it is offset by giving faculty additional load credit). However, students and faculty express satisfaction with the College overall, and specifically with the quality of its programs.

The Continuing Education Division is to be commended for its overall success and its creativity in dealing with opportunities in the community. The division is a broad umbrella covering diverse programs serving the broadest imaginable slice of the community—from the three year-olds at the Parent-Child Workshops to seniors in the Omega program. One example of this division's resourcefulness: the division donates its old computers to community centers, then provides instructors to teach people to use those computers.

Ironically, the Continuing Education Division may on occasion be a victim of its own success. The credit program's concerns about curricular "overlap" need to be resolved partly because the non-credit offerings, in their view, threaten credit enrollments. Likewise, it is hard to see a pressing need for evaluation of

programs that are thriving. Administrators in the Continuing Education Division point out that students “evaluate with their feet,” and that good programs succeed and weaker ones fail to continue. Still, improvement is possible even in already successful programs. Continuing Education has developed a clear, sensible program review process, but it has only been used twice, and the informal plan of reviewing only one program each year leaves too much time between reviews. Granted, program review is hard work in a division with overwhelmingly part-time instructors; perhaps the process should be modified or streamlined to account for this.

Recommendation

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).

STANDARD 5
STUDENT SUPPORT AND DEVELOPMENT

Response to Previous Recommendations

The previous team made no recommendation for this standard.

Observations

Santa Barbara City College creates a very inviting atmosphere that encourages student access and success throughout student services. Written materials provided to prospective students about the application and registration process are accurate, clear and concise. The admissions policies are consistent with its practices. At registration, students receive pertinent information including the standards of student conduct and grievance procedures, and a functional planning calendar that is filled with helpful college information.

With the exception of registering online for an online class, students are offered only one method of traditional in-person registration at the counter, followed by payment of fees at another counter. A caring, well-trained staff provides as much assistance as possible to ease the burden of this time-consuming process. Several employees mentioned that students are surprised and disappointed that 51,  does not offer web-based registration. While waiting for the delayed Oracle Student System, the College has invested in several additional software programs so that students can apply, order transcripts, and receive orientation online. Campus Pipeline, an Internet portal, is another example of how technology is providing better access for students. The campus website is very thorough and user-friendly, featuring online advising as a new service this year. The counselor appointment system, SARS, operates in an efficient manner. Even though the promised Oracle system will allow for online registration, counselors and EOPS staff suggest that the College consider alternate delivery systems for registration, including telephone registration, taking into consideration that not all students have access to computers.

With the infusion of technology, students are able to access a degree audit system (DARS) for classes taken at 51, . However, there is not a structured evaluation process in place for transcripts received from other colleges. Currently, counselors are carrying out this time-consuming task, which limits their time spent with students. Future plans may include the hiring of a transcript analyst.

Because of the well-laid out student services building, it is easy for students to access many services in "one stop". It is evident that the design of the building was a collaborative effort among the program staff members. Students seem to use all services available and are assisted by staff members in the offices who display a caring and supportive demeanor.

From interviews with students and observations of their interactions with campus constituents, it is evident that 51,£ÂÛÉÇ fosters a positive campus climate. Students consistently expressed pleasure about attending the College, readily praising its aesthetic beauty and its friendly atmosphere. A positive by-product is manifest in the attendance and participation in co-curricular activities including student government, campus clubs and athletics. Student government leaders are actively participating in faculty senate sponsored committees, as well as planning committees and hiring committees.

Student services staff members are vibrant and genuinely happy to work at 51,£ÂÛÉÇ. Managers take great pride in their programs and encourage creativity with their staff. This has led to the development of exemplary programs such as Project HOPE, the TAP program (Transfer Access Program), the EOPS summer program, the counselors' ebinder, and effective use of peer advisors in many programs. Staff members work well together and take the initiative to develop grants and proposals that lead to student success.

Through the review of supporting documents, it is apparent that categorically funded programs such as EOPS and DSPS have participated in state-mandated program reviews during the past year. Since the merger of student services and academic affairs, managers who oversee student services have adopted the program review model implemented in the instructional divisions. Goals and objectives are set annually and it is the manager's responsibility to ensure that full staff consensus is reached through the development of the process. Even though student participation is not part of the process, evaluation appears to be effective and is related to planning.

During the past two and one-half years, student services have undergone an enormous paradigm shift, as it was integrated with instruction under the direction of a single vice president. Some staff admitted to skepticism about the transformation, wondering if it would cause a loss of effectiveness in student services. However, with the new model in place, all the skeptics sing the praises of the conversion, pointing out how much more knowledgeable instructional leaders and faculty are now about student services.

Conclusions

A genuine student centered environment is evident at Santa Barbara City College, enhanced by an exemplary and caring staff, and an aesthetically pleasing setting. Students openly express their enjoyment about the educational and social experience that they are receiving at the College.

The integration of student services and academic affairs has been accomplished in a thoughtful and effective manner. It is apparent that managers spent much time in the development of the new model. Additionally, cross-functional teams assist with the continuous development of the new organizational model; however, there is little evidence to substantiate the inclusion of classified staff on the teams or in the development of the new model.

While technology is well infused throughout all student services areas, it is apparent that a need exists for an integrated system. The lack of an automated registration system is one of the fall-outs from the incomplete student information system.

Recommendations

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

STANDARD 6
INFORMATION AND LEARNING RESOURCES

Response to Previous Recommendations

The previous team made no recommendation for this standard.

Observations

Library

The Library building is spacious, safe, physically accessible and attractively furnished. Access to resources and services is well provided, with sufficient number of service points and computers, and adequate hours of operation.

The library has over 107,000 volumes and subscribes to 354 journals. The size of the collection seems adequate, but the library ranks low compared to other colleges in the amount of money it spends per student capita. The book budget has not been increased in the past 15 years and as a result many requests for new books are not filled.

The library subscribes to a good number of online databases that are well used by students. However, the 8000 electronic books purchased last year are not available for student use because the iPAC interface is not yet installed.

The library has an adequate number of librarians and support staff who provide all the traditional library services. The visiting team concurs that a staffing recommendation in this area should be explored.

Learning Support Services (LSS)

LSS is comprised of the Tutorial Center, the Academic Skills Center, the Learning Assistance Center and the Writing Lab. All these areas are well equipped with the latest technologies and provide valuable support directed towards student learning and student success.

LSS provides well designed and delivered training to a large number of tutors working in nearly all disciplines. Students can improve their academic skills and get help with their courses through the use of self-paced materials, online tutorials and face to face interaction with tutors. Pipeline and Student hub are extremely valuable tools that help students find information, manage tasks, do online research and improve their learning skills. The visiting team concurs with the staff's assessment that the infusion of technology and the growing use by students of computers, portal, Internet and the like, require more staff especially in the Academic Skills Lab. The team supports the increased staffing discussed in the self-study.

Support for Information Technology

It is evident that the College takes information technology very seriously. Starting with excellent planning and ending with rigorous implementation and thorough evaluation, the College is at the forefront of technology.

A number of committees, such as the Instructional Technology Committee (ITC), the District Technology Committee (DTC), the Web Committee, and the Change Management Technical Team steer the College in the direction of technological excellence.

Considerable resources, both financial and human, have been allocated to fulfill the College's ambitious technology goals. Most remarkable is the College's commitment to place all computers on a 3-4 year replacement cycle and even set aside a contingency fund to assure implementation. Key technology positions are filled with talented and dedicated individuals. There is excellent cooperation among these individuals through various channels including the cross-functional teams. The number of support staff seems to be adequate, mainly due to the great work and flexibility of the staff. However, as more and more of the information technologies are being implemented (ex. Pipeline, iPortal, Online College, Oracle), there will be a need for additional well-qualified staff to maintain these technologies as well as to train students, faculty and staff on proper use.

At the present, a number of areas such as the Faculty Resources Center, the Staff Resources Center, the Professional Development Academy and others are busy providing the training and support so greatly needed in these times of change.

Conclusions

Although the library operation meets the Standard, it does not exceed it. Its collection and services are not yet at the level expected in a model community college. To achieve this level, the library needs a more realistic budget and integration into the planning and change processes that are happening throughout the College.

The Learning Support Services operation does an excellent job in supporting student learning and success. By combining older but tried and true methods with the newer technologies such as Student hub and CAI, the LSS is well positioned to support all students at 51,£AÉç .

The College's focus on technology is truly commendable. Through thoughtful planning, implementation and evaluation, the College is well positioned to achieve the status of a model community college in the area of information technology.

Recommendation

The team makes no recommendation for this standard.

STANDARD 7
FACULTY AND STAFF

Response to Previous Recommendation:

Past Recommendation: The team recommends that 51, £ÀûÉç comprehensively integrate the systematic review of all aspects of employee policies and procedures conducted as part of Project Redesign within existing College priorities and operations. Factors to be considered during the critical implementation stage must include: shared governance participation, intensive campus-wide communications, technological considerations and implications, budgetary priorities and restraints, training for job reassignments and professional growth, timelines for accomplishing goals and objectives, and follow-up evaluations and analyses.

Based on a review of documents (e.g., Approach for Information Technology Planning and Decision Making, 2001-2002 Technology Training Expenditure Plan, 51, £ÀûÉç 2002 -2005 College Plan, Institutional Effectiveness Annual Report, 2001-2002) and interviews with several college representatives, 51, £ÀûÉç has addressed the previous visiting team's recommendation. Considerable time, energy, and resources have been allocated in assuring broad-based participation, training, communication, and evaluation.

Past Recommendation: The College needs to assess the impact of Project Redesign on the morale of employees, particularly the classified staff.

As the College has embarked on its vision of a Model Community College, it has committed financial and human resources in the development and implementation of an exceptional, comprehensive staff development program. The team was impressed with the opportunities available for staff development: Faculty Resource Center, the Center for Management and Staff Development, and Staff Resource Center. Of particular note is the Faculty Teaching and Learning Seminar, a year-long, on-line training program for new full-time and part-time faculty. Not only is participation high in the various staff development programs, but they are regularly evaluated for their effectiveness in supporting the institutional mission and vision.

Observations

An aggressive recruitment process has enabled 51, £ÀûÉç to attract an extremely well-qualified faculty and staff who are committed to the vision of the College. The number of full-time faculty and staff has steadily increased in the last 6 years and is expected to continue to increase to meet the demands of growth and the direction the College has embarked upon in its 2002-2005 College Plan.

Unlike the classified staff, the diversity of its faculty has decreased. Although recruiting and hiring a diverse faculty continues to be a challenge, the College should pay special attention to this commitment in its recruitment efforts.

The policies and procedures for the recruitment and selection of all staff are clearly stated. Guidelines for selection committees for both classified and academic vacancies have been developed and selection committees receive training conducted by the Office of Human Resources and Legal Affairs to assure that policies and procedures are followed.

Interviews with classified staff indicate that there is concern that existing job descriptions and classifications no longer accurately reflect job duties and responsibilities. As a result of a Memorandum of Understanding between the California School Employees Association (CSEA) and the district, a Reclassification Study Committee will be formed to examine this concern and is expected to complete its task by July 31, 2003.

The College has policies and procedures for the evaluation of all staff. The purpose, frequency, and performance criteria are clearly stated in policies and procedures that are readily available in the faculty manual, CSEA contract, and other documents. Interviews with faculty and management confirmed that they are aware of the evaluation process, that faculty and management evaluations are conducted on a regular basis, and that it is beneficial.

In the faculty handbook provided to instructors in the Continuing Education Division, four criteria are listed for faculty evaluation. However, the two forms reproduced as examples of the standard student evaluation forms do not utilize these criteria. The faculty evaluation process for Continuing Education instructors should be revised so that the listed criteria are measured in the student evaluation form. A regular process of peer and/or supervisor evaluation should also complement the student evaluations.

The evaluation of classified staff does not take place in a systematic manner. Some classified employees are not aware of the process, criteria for the evaluation, or when an evaluation should be conducted. The College needs to provide in-service training for classified employees and their supervisors so that evaluations are conducted in a systematic and timely manner. The Office of Human Resources and Legal Affairs should continue its efforts to develop a tracking system so that classified employee evaluations are completed in a timely manner.

The Office of Human Resources and Legal Affairs has begun the process of revising and updating college policies and procedures and making them available online. Upon completion, a central repository for all personnel policies and procedures will be readily available and accessible to staff.

Conclusions

51, £ÂÛÉç is to be commended for its vision of a Model Community College. As it embarks on implementing this vision, it needs to examine how classified staff are to participate in a meaningful way. It should consider a program to provide training to classified staff who are interested in participating so that they understand their role in the process and their responsibility for communicating information back to their constituent group.

Because of the high cost of housing in Santa Barbara, the College is aware that recruiting a well-qualified and diverse faculty and staff to become integral members of the community will be a challenge.

The College is to be commended for its commitment to developing its faculty and staff so that they will be equipped to meet the changing needs and direction of the College. Its challenge will be to find ways to provide the needed resources to sustain this level of staff development.

The 2002-2005 College Plan includes goals and objectives that specifically address the recruitment of staff and the necessity for continued staff development.

Recommendation

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).

STANDARD 8 **PHYSICAL RESOURCES**

Response to Previous Recommendation

The previous team made no recommendation for this standard.

Observations

Santa Barbara City College (SBCC) is located on a 74 acre site with 25 permanent buildings (containing 932 rooms) on a coastal plain overlooking the Pacific Ocean. The campus facilities represent an aesthetically pleasing environment with numerous outdoor seating configurations for staff/students, courtyards, and open spaces. The College has a variety of vegetation and grass with walkways traversing the campus.

The College has also taken the initiative to develop off-campus facilities to meet the needs of the residents throughout the large geographical region. Santa Barbara City College primarily offers Continuing Education programs at two main centers in the community -- the Wake Center in Goleta (approximately ten miles from the main campus) and the Alice Schott Center in downtown Santa Barbara (approximately one mile from the main campus). The 7.3 acre Wake Center has ten buildings with 47 rooms. The 3.3 acre Schott Center has ten buildings with 73 rooms. Although both centers are older and in need of renovation, these off-campus sites benefit from custodial services as well as other maintenance assistance from personnel coordinated from the main campus.

The self-study accurately describes the older main campus that was built in 1909. Over time, existing buildings have been expanded and remodeled to address enrollment growth and campus needs. In 1999, the College placed a local facilities bond measure on the ballot that did not garner the required votes to pass. The College's Long Range Redevelopment Plan was completed in April 2000. The plan addresses construction of new facilities, interior remodels, replacement of temporary structures with permanent buildings, and the need for a new parking structure. Implementation plans for additional campus modifications include sensitivity to the environment via habitat considerations, Coastal Commission requirements, recycling/waste management efforts, archaeological sensitivity issues, and traffic patterns/implications.

The College has submitted several major capital outlay projects including a \$20 million high tech School of Media Arts facility as well as other general classroom buildings to the California Community College Chancellor's Office for approved funding. College officials are hopeful that potential funding from the November 2002 statewide facilities bond measure (Proposition 47) will allow Santa Barbara City College to begin construction of these critical new facilities. Santa Barbara City College has leveraged deferred maintenance funds from the State to add new chillers (HVAC) on buildings, provide additional fire alarms around campus, and install boilers.

A transportation survey was conducted in March 1999 that involved surveying the student body as well as faculty and staff. The results of this feedback indicated that 9% of students use transit, 2% bike, 6% walk, 20% rideshare, and the remaining 63% drive in private vehicles. 51, £ÀÛÉÇ students are required to purchase a Metropolitan Transit District bus pass at registration (\$15 transportation fee). The College has over 200 student carpool spaces that are fully utilized during peak times. The results of the faculty and staff transportation survey also indicated that 2% of faculty use transit, 3% bike, 3% walk, 6% rideshare, and 86% drive private vehicles. The College also reserves carpool spaces for faculty and staff. These spaces are fully utilized during peak periods.

Parking at 51, £ÀÛÉÇ is provided in five lots on campus and three lots off campus (Pershing Parking and Leadbetter Beach Lots). The off campus lots are available to 51, £ÀÛÉÇ students and employees via joint use agreements that have been established between the College and the City of Santa Barbara. There are a total of 2,496 parking spaces on campus with a potential shortfall of 630 spaces forecast at the ten year build-out (by 2010). Student parking permits cost \$30 per semester for day/evening usage and \$15 per semester for evening only. College employees are not charged for parking permits. The College has and continues to extensively review parking alternatives to address the issue of limited parking stalls on the campus and to meet student and staff needs. Some of the options include the possibility of paving some under utilized portions of land on the campus, adding a second parking deck to the existing parking structure, and pursuing a subterranean parking facility with other housing or classroom facilities above.

The Vice President of Business Services in particular has been extremely proactive and dedicated an enormous amount of time and energy to the issue of mitigating parking concerns and seeking a variety of solutions to this on-going campus challenge. He consistently meets with local agencies and key community groups to seek their input and explore alternatives for alleviating the campus parking limitations. Although all 51, £ÀÛÉÇ students are required to purchase a bus pass funded through their semester transportation fee, all full-time employees are provided with bus passes at no cost. In addition, the College purchases annual harbor permits as an option for faculty and staff members who are willing to park their vehicles off campus at local parking lots. Carpooling is another method of reducing traffic congestion that has been strongly supported by the vice president. Special parking stalls have been reserved for student and staff carpoolers and funds have been dedicated to monitoring these parking areas in order to ensure that vehicles parking in those stalls are in fact carpoolers. These efforts along with other initiatives have focused on reducing traffic congestion on campus and encouraging others to consider alternate means of transportation to the campus.

With the recent addition of the Assistant Director of Facilities (March 2002), the College's Facilities and Operations Office has been able to distribute workload in order to better address the multiple needs of the campus. There appears to be many demands on the custodial, maintenance, and grounds staff members.

While these units have documented the need for additional staff members, the College must determine how these personnel needs fit into the priorities for funding. The Facilities and Operations Office also recognizes that Santa Barbara City College is located in an environmentally conscious community that places priority on aesthetic and conservation issues. The College makes a conscientious effort to work collaboratively with neighbors, city officials, county representatives, harbor commission contacts, and the Coastal Commission members. The Facilities and Operations staff meets frequently with a local ecology coalition to discuss and investigate environmentally friendly options for the campus including an integrated pest management program, a waste management plan, habitat sensitivity, etc. Facilities staff members are also exploring cogeneration options for energy and dual backup systems to better maintain heating/air conditioning usage as well as computer monitoring capabilities to assure that these energy services continue uninterrupted.

Additional campus lighting was recently installed on the east side of the campus to provide better illumination to this older portion of the campus. Overall, campus lighting at night appears to be adequate. The College needs to continue to maintain lighting upgrades on the main campus as well as at the off campus centers (Wake and Schott Centers).

The College has been very conscientious about identifying barriers to access and addressing these needs through the installation of automatic door mechanisms, widening of hallways, lowering of desks/counters, and providing ergonomic furniture for students and employees. In fact, the ergonomic furniture is logged and inventoried throughout the year to ensure that ample accommodations are available where needed. The Disabled Student Programs and Services (DSPS) Office has special ergonomic furniture request forms that are reviewed and submitted to the Facilities and Operations Office for processing. The DSPS office works collaboratively with the Facilities and Operations Office as well as the Campus Security Office in order to address the access needs of all disabled students.

The Campus Security Office staff members focus their efforts on ensuring a safe environment on campus while welcoming students, staff, faculty, and community members to this picturesque setting. An escort service is available to students, staff, and faculty day or night. To assist with the College's emphasis on alternative methods of traveling to campus, the Campus Security Office transports students and staff between the local bus stops and train station to the campus. In addition, the Director of Security provides campus staff members with training sessions related to dealing effectively with threatening behavior. These sessions boost staff preparation and confidence levels when dealing with students or visitors who may occasionally become agitated. All campus security staff members also complete a 20-hour training academy focusing on first aid, safety issues, and public relations responsibilities that is facilitated by the Director of Security. This training occurs upon their employment. Emergency telephones are located throughout the campus (main campus entrance on the east side, the upper and lower levels of La Playa Stadium, the Student Services Building, the Campus Center, the Administration Building, the Garvin Theatre,

the west end of the campus bridge, and on the first and third levels of the parking structure) in easily identifiable locations. Finally, the Campus Security staff members coordinate the tram service specifically for disabled student transportation around the campus. On many occasions, the Campus Security staff members exhibit additional customer service by assisting other students on campus with temporary disabilities who can benefit from the tram service.

Conclusions

The team concludes that 51,£ÅûÉç meets the requirements of Standard Eight. 51,£ÅûÉç is commended for recognizing the importance of attractive surroundings and the impact on staff morale, student learning, and community pride. The College places a high priority on maintaining an aesthetically pleasing campus where students, staff, and faculty can meet, study, and gather in a variety of courtyards and exterior seating areas. On the weekends, community members of all ages enjoy the beauty of Santa Barbara City College's grounds that provides a park-like setting for neighbors to enjoy.

College staff members are also focused on pursuing a proactive approach to mitigating parking concerns and seeking a variety of solutions to this on-going campus challenge. They also place an emphasis on working collaboratively with local ecology coalitions to discuss and investigate environmentally friendly solutions for the campus and the community (such as an integrated pest management program, a waste management plan, habitat sensitivity) that benefit the College as well as the community.

Recommendation

The team makes no recommendation for this standard.

STANDARD 9 **FINANCIAL RESOURCES**

Response to Previous Recommendation

Past recommendation: While the College proceeds with Project Redesign, existing budget procedures need to be maintained. As a new resource acquisition and resource allocation budgeting process is developed, the entire campus community must be engaged and involved.

Based on the response from the 1999 midterm report and the College's response in the 2002 self-study, the College has developed a process to link new resources to its budgeting procedures. This process requires that funding requests support the attainment of goals and objectives in the College Plan. These requests for resources that include strategies for achievement of College Plan goals are submitted to the College Planning Council (CPC) for review and ranking. CPC recommendations are submitted to the college president and then to the Board of Trustees for approval. In addition, draft annual baseline budget allocations are provided to the departments, division chairs and deans to review and make adjustments as necessary. These budget allocations are then routed through the CPC, the College President and then to the Board of Trustees for approval. The new Vice President for Business Services provides budget presentations to the Academic Senate, Academic Senate Resource and Planning Committee, and CPC to promote greater understanding of budget allocations, decisions and their consequences. Also, a master calendar for planning and budgeting is reviewed and updated annually utilizing this same review and approval process. The master calendar is used to keep all constituencies well informed of major planning and budgeting activities and timelines. All of these processes were developed and approved by the CPC, a college-wide committee responsible for participating in the development of the budget, making recommendations to the president on the allocation of college resources, and serving as the advisory group to the president on fiscal/planning matters. Its membership represents all campus governance constituencies. This process allows administrators, faculty and support staff appropriate opportunities to participate in the development of financial plans and budgets. In addition, guidelines and processes for financial planning and budget development are clearly defined, scheduled on the master calendar and followed by the College.

Observations

51, £ÀÛÉç has adequate levels of financial resources to achieve, maintain and enhance its programs and services. The College's financial planning efforts are strongly tied to the College Plan. Specifically, the current process for base budget allocations for the departments and requests of new funding, such as Partnership for Excellence funds, requires that funding requests support the goals and objectives in the College Plan. These requests for resources must include strategies for the achievement of College Plan goals and are submitted to the College Planning Council (CPC) for review and ranking.

CPC recommendations are submitted to the president and then to the Board of Trustees for approval. Also at the core of its financial planning efforts is the focus on the College's mission. This mission includes five key components: 1) transfer education; 2) occupational and vocational programs; 3) skills essential for academic success; 4) economic development; and 5) lifelong continuing education. The team's review of adopted college budgets, fund balance information, quarterly and annual financial status reports for the last several years, and interviews with the Vice President of Business Services and Accounting Department Controller, confirm the ample levels of financial resources available and utilized by the College.

The annual and long-range financial planning at Santa Barbara City College reflects realistic assessments of available resources and expenditure requirements. The College utilizes various sources of information, including its Office of Institutional Assessment, Research and Planning, the District Office, and other projections such as expected FTES, international and non-resident student fees, anticipated increase in energy costs, hazardous material handling costs, labor agreements, COLA augmentations, required growth positions, and other data to formulate the annual and long range financial requirements. Annual adopted budgets approved by the Board include information covering all these realistic assessments of expected resources and projected expenditure requirements.

Similarly, annual and long-range capital plans support educational objectives and relate to the plans for physical facilities as evidenced by the Santa Barbara City College Long Range Development Plan updated in April 2000, and the 2003-07 Five Year Facility Construction Plan. To provide adequate funding for the maintenance of existing facilities, as well as to fund additions and modifications, the Board of Trustees adopted Resolution No. 2 (1991-92). This policy states that any district general fund year-end balances be first considered for placement in the construction reserve fund for use in the deferred maintenance and enhancement program. Utilizing this guideline, from FY 1997 to FY 2002, over \$18 million has been transferred from the general fund to the construction and rehabilitation fund. Another long-range capital planning and funding policy was adopted by the Board of Trustees as Resolution No. 3 (1991-92). This policy states that any amount of lottery income not allocated for salaries will be used primarily for systematic and timely replacement of the district's equipment inventory. In line with this policy, over \$17 million has been transferred from the lottery fund to the equipment replacement fund over the last six years. The College's goal of replacing technical equipment every three years for desktop computers and servers is commendable and reflects the institution's commitment to maintain a modern learning and workplace environment for its students and employees.

The financial management system has appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. Financial documents reflect 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.

51,£ÀÛÉç utilizes the Oracle Financial Management System which was installed approximately four years ago as part of the expected Oracle ERP that will include a student information system as well as the implemented human resources systems. As the current installation of the Oracle Financial Management System is not operating at optimal levels to meet all governmental accounting requirements, the College has utilized other means such as Data Warehouse and Discoverer to provide current financial information on a web accessible, easily understandable information format for the use of all financial managers. Quarterly reports are generated by the Business Services Office using these capabilities and are provided to the CPC, Board of Trustees, vice presidents, Academic Senate, Fiscal Committee of the Board and any other interested parties to provide accurate budget monitoring at all appropriate levels.

The Foundation for 51,£ÀÛÉç, a not-for-profit organization, was formed in 1976 for the purpose of encouraging voluntary private gifts, trusts and bequests. The Foundation provides financial support for various college-related programs including student scholarships and awards, general department and program support, equipment purchases and capital improvements, and faculty research and teaching activities. The Foundation is commended for its exemplary success and outstanding commitment to the College through its fundraising and donor support activities that provide an average of \$5.6 million of additional resources each year. It is widely recognized as one of the most effective community college fundraising organizations in California. According to its executive director, its success and effectiveness is credited to a "team effort" approach with a strong commitment from the College president, quality faculty and programs, emphasis on major gifts, community outreach and donor cultivation efforts, and a wise, generous and hard working Foundation Board. Interviews with the Foundation Executive Director and Finance Manager, and audited financial reports confirm the Foundation's support, success and consistent tie to the mission and goals of the College, and that all activities are conducted with integrity.

51,£ÀÛÉç regularly evaluates its financial management systems as provided by the recent hiring of a new business process manager who possesses strong technological and CPA accounting skills. A Business Services Technology Plan for FY 2002-04 was adopted in November 2001 and defines priority projects to improve financial management capabilities. An annual business services satisfaction survey has been utilized for the past two years to gather useful information to implement necessary improvements to the financial management system, as well as other business services. Feedback on the survey results is provided to the College community and efforts for improvements are made to address concerns.

51,£ÀÛÉç clearly identifies and plans for future financial obligations with designated fund balances established each year. Designated reserves have been established for the health and welfare and energy cost

increases. In addition, fund balances from transferred lottery revenues support the future obligations of the equipment fund, and similar reserves are provided for the construction and rehabilitation fund. The College maintains a separate self-insurance fund that currently has a \$1.3 million balance to meet risk management contingencies not covered by insurance. Appropriate risk management policies are developed and updated for loss control, risk analysis, safety training and claims handling with the aid of joint powers authorities and a risk management association. The College has sufficient fund balances and maintains a stable cash flow. The last of the bond dept was paid off in 1998. Finally, as required by the Board of Trustees, a 5% general fund reserve for contingencies is maintained.

One concern is the heavy reliance on the College Planning Council (CPC) as representative of the campus constituency, since it appears weighted with campus administrators, in numbers and possible influence. As the CPC is enlarging its membership, this change may improve the balance of actual representation of all college groups, especially the classified employee group.

Another concern is the reliance on the College Plan to guide budget planning and execution. A few of the cited goals and strategies cross-referenced to the accreditation standards appear general and all-encompassing and may be too broad to effectively guide priority budget planning. It also illustrates a problem with the experimental self-study approach. Without the traditional planning agenda of a normal self-study, it is difficult to assess that the standard is met simply by referencing portions of the College Plan.

Conclusions

Based on the supporting documents and balance sheets, budget and fiscal reports, financial plans and adopted policies, meetings of the College committees and interviews with several key College and Foundation individuals, it is evident that 51, £ÀÛÉç meets all standards in this area.

Recommendations

See recommendation in Standard 5.

STANDARD 10
GOVERNANCE AND ADMINISTRATION

Response to Previous Recommendation

Past recommendation: The team recommends that 51, LAÛÉÇ reexamine the support staff's involvement in committee membership so that they feel that they have a voice in the decision-making process at the College.

The self-study states that the College supports participation of classified council members and classified staff on the College Planning Council and other committees. It indicates that classified staff serves on the Planning and Resource Committee of the Academic Senate and the Personnel Benefits Committee. The study also refers to a California law that gives the classified union the prerogative to appoint classified staff to various campus committees.

The self-study doesn't explain the role of these committees and provides no indication that participation on these committees provides a voice or input in the campus decision-making processes. In addition, there is no indication that the classified union has made committee appointments.

Observations

There continues to be a concern regarding the role of classified staff in campus governance and decision-making. Although there is a board policy that provides staff with the opportunity to participate in formulating district and college policies that have an impact on staff, there is limited evidence indicating that staff participates effectively in college governance. In contrast, with policies that support their involvement, faculty and students have visible, well-defined roles as active participants on governance committees and in college decision-making processes.

A number of factors contribute to the limited presence of classified staff. There is a history of friction and disagreement among classified staff regarding the role of classified council and the classified union CSEA as the governance representative for classified staff. CSEA has the authority to make governance committee appointments. 51, LAÛÉÇ classified staff have agreed to accept this authority and are working with CSEA to appoint their committee representatives. In addition to these disputes, classified staff have been uncertain regarding when, how and under what circumstances they can participate in governance processes. Their communication systems are poor. Their lack of organization contributes to their exclusion and their ineffective participation in campus processes.

One of 51, LAÛÉÇ's core values is to foster faculty and staff collaboration and collegiality. Inclusion of the Academic Senate President as an active member of the Dean's Council and the participation of the Executive Vice President on the Academic Senate is an innovative example of collaboration and

collegiality. The College is commended for this example of shared governance at its best. But these systems have not been used to facilitate the participation of classified staff in governance. Classified staff are involved in daily campus operations and are sometimes required to serve on cross-functional teams as part of their jobs. This involvement occurs because they are performing their job duties and is not synonymous with participation in governance decision-making or involvement in the creation of administrative policies.

The team found, after interviewing trustees and reviewing documentation, that the Board has not adopted a formal process of self-evaluation to assess its performance, leadership, and interaction with the College governance process. While there may be some informal assessment taking place, this required standard is currently not being met.

Conclusions

Classified staff perceive the absence of active administrative support for their full involvement in governance as being an indication that their voice is not welcome or appreciated, not desired or valued. Administrative and governance processes have not been created to intentionally exclude staff; they have been developed as a strategy for achieving campus goals and objectives. More attention could be given to identifying the mechanisms that give classified staff an active role and involvement in governance. It should be noted that an additional classified staff member was recently included on the College Planning Council.

Interviews with some classified staff indicated that they did not have input in the development of the mission and core value. In future self studies, the College should include more active participation of classified staff.

It should be noted that staff are hopeful regarding the future because the new president has initiated changes that are already providing a mechanism for more staff presence on governance committees. He has demonstrated his commitment to collegial governance and the intention to value, appreciate and support all governance groups.

Recommendations

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).

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).