

III. RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS ACCREDITATION VISITING TEAM

Standard One: Institutional Integrity, Purposes, Planning and Effectiveness

Evaluation Team's 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.

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

SBCC is one of four colleges and universities nationwide working with the Oracle Corporation to develop a Student Information System that will be integrated with the Financial and Human Resource systems. The definitional phase of the development of the Student Information System was completed in February 2002. The college expects to receive the system in August 2002 and will work on the production implementation from August 2002 through April 2003 for the fall 2003 term.

Since the last accreditation, the college has also made significant progress in acquiring and implementing technologies that provide the Office of Institutional Assessment, Research and Planning (IARP) with the technical infrastructure to create and distribute reports and analyses in support of planning and decision making. In summer 1999, an Oracle datawarehouse was created. This datawarehouse has been subsequently expanded to include all information currently captured in the legacy student system. The college has initiated the design and implementation of its intranet structure through the Oracle iPortal. A major component of this initiative is the deployment of a Web-based decision support system that will help to inform college decision making and planning. The decision support function is a primary responsibility of IARP. This responsibility includes guiding the institutional discussions of appropriate measures to be used, designing datawarehouse structures, developing standard reports and query templates, as well as training college faculty and management to use the tools and information effectively in support of their respective roles. Starting in spring 2002, IARP has made available a variety of reports to the Executive Vice President of Educational Programs and educational programs instructional deans. These reports can be accessed directly by users through Oracle Discoverer. This work is part of the overall intranet project, which is currently underway.

It is suggested that SBCC 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 internal needs of the faculty and administration for planning and decision making.

51, £ÀûÉç has taken steps to ensure that the institutional research needs of the college are addressed effectively. In its 1999-2002 Plan, the college recognized the need for establishing an effective Office of Institutional Research that provides leadership in the coordination of the college's planning, research and assessment processes. Two new positions were created using Partnership for Excellence funds: Director of Institutional Assessment, Research and Planning and Research and Assessment Analyst. The college conducted an extensive search for the former position in spring 1999. The search led to the selection and hiring of the Director who started work at the college on September 1, 1999. The Research and Assessment Analyst works under the guidance of the Director of Institutional Assessment, Research and Planning. As discussed in Section IV of the self study, the Office of Institutional Assessment, Research and Planning has broad responsibilities for a variety of activities, processes and projects that ensure the integration of research and planning, the timely and consistent response to internal and external reporting requirements, and the compilation of accurate information needed for institutional planning and decision making.

Standard Two: Educational Programs

Evaluation Team's Recommendation:

The college should continue efforts to integrate and articulate credit and non-credit programs.

51, £ÀûÉç has 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 as well as those seeking employment. The committee has identified a number of programs and initiatives that draw upon the resources of both the credit and non-credit divisions. The committee includes the Executive Vice President of Educational Programs, the Vice President for Continuing Education, the Dean of Vocational Education, the Director of Financial Aid, the Coordinator of EOPS/Financial Aid, the Coordinator of the STEP Program, and the Coordinator of the CalWORKs Program.

A study was completed that addresses the coordination of the district's credit and non-credit computer applications course offerings. Faculty from the two divisions conducted this feasibility study. The Vice Presidents of the credit and non-credit divisions reviewed and implemented recommendations from the study.

Additional examples of continued college efforts to integrate and articulate credit and non-credit programs are taking place in the areas of basic skills, English as a second language (ESL) and the non-credit General Education Development (GED) division. Staff members

involved with the non-credit division's new matriculation program (STEP) are working closely with the faculty in the credit division to implement strategies that encourage students to make the transition from non-credit to credit courses. For example, presentations are made in all non-credit ESL classes on the opportunities available to students to continue their studies in credit ESL or other courses. In fall 1999, members of the STEP program began offering the college credit ESL/basic skills assessment tests to students enrolled in non-credit ESL and basic skills classes. Beginning in spring 1999, letters were sent to all graduates of the non-credit GED division encouraging them to meet with a counselor to discuss their options for continuing in a credit program. This has become one of the ongoing processes of the college. Discussions are also underway to coordinate the college's response to credit and non-credit economic development programs.

In addition, representatives from the non-credit division joined their credit division counterparts on the college's Enrollment Management Committee. Through monthly meetings, ideas are developed to support the movement of non-credit students to appropriate credit programs.

Standard Three: Student Services and the Co-Curricular Learning Environment

Evaluation Team's Recommendation:

The college needs to assess the impact of Project Redesign on the morale of employees, particularly the classified staff.

51, £ÀûÉç is committed to ensure a positive working climate for all its employees. This commitment is reflected in the college's Vision Statement and the 2002-2005 College Plan. Two of the four core values included in the Vision Statement are:

- A commitment to faculty and staff collaboration and collegiality; and,
- An environment that is both psychologically and physically supportive of faculty, students and staff.

The Human Resources and Legal Affairs Division at 51, £ÀûÉç has taken steps to address the concerns expressed by the classified staff regarding the impact of Project Redesign on employment related issues. In September 1996, Human Resources created a set of guidelines to assist with the planning and implementation of changes in the college workforce resulting from Project Redesign. In response to the team's recommendation, in April 1997, Human Resources in collaboration with the Classified Council developed and administered a campus climate survey to all classified employees. The results of the surveys indicated that the majority of employees described the campus climate as positive and their employment experience and morale as very good. The survey will be administered again as part of the three-year College Plan framework.

During the 2001-02 year, after extensive review, Human Resources and Legal Affairs implemented a comprehensive staff development program. This program is to be

implemented for all classified staff and be reinforced through the orientation program for new employees and the employee evaluation process.

Standard Four: Faculty and Staff

Evaluation Team's Recommendation:

The team recommends that Santa Barbara City College 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.

SBCC decided to use the College Plan as the primary vehicle for making decisions about the college's future directions and system implementation. All college constituencies have participated in the development of the goals and objectives of the College Plans for 1999-2002 and 2002-2005 as well as the development of strategies for achieving these goals and objectives. These strategies will be used to guide budget priorities, requests and allocations.

Training and staff development are central areas of the 2002-2005 College Plan. One of the goals of the plan and four related objectives emphasize the commitment of the college to provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into college operations. Specific strategies are being developed to bring this goal and its related objectives to fruition.

In November 1997, the Staff Resource Center was opened as part of the continued efforts of the college to facilitate training and staff development. The Center provides computer training and computer support services to college staff and faculty. In addition, in spring 2002 the newly created Center for Management and Staff Development started offering half-day and one-day training workshops intended to provide employees with theoretical foundations, principles and solutions to expand workplace skills, including personal and relational development and computer skills.

The status of Project Redesign-related initiatives was disseminated to faculty and staff through periodic reports to the College Planning Council (CPC), the Academic Senate and college-wide meetings of faculty, administrators and classified staff.

In fall 1999, the college decided to have the District Technology Committee meet jointly with the College Planning Council to review technology initiatives and resource requirements. The combining of these two committees was done to ensure the integration of the college's technology needs within its overall planning and budgeting process.

Standard Five: Library and Learning Resources

Evaluation Team's Recommendation: None

Standard Six: Physical Resources

Evaluation Team's Recommendation: None

Standard Seven: Financial Resources

Evaluation Team's 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.

The college has developed a process to link new resources to its budgeting procedures. One example of such process is the procedure used to apply for Partnership for Excellence funds.

The commitment of the college to integrate its planning and budgeting and achieve the team's recommendation is also demonstrated by one of the 2002-2005 College Plan goals that asks that the college ensure adequate resources to meet present needs and accomplish new objectives of the College Plan. A greater understanding of budget decisions and their consequences is anticipated through a better presentation to the college of available financial sources, anticipated use of actual revenue and expenditure comparisons from prior periods.

In addition, during spring 2002, the College Planning Council reviewed its responsibilities related to budgeting as well as the college budget principles. CPC and the Director of Institutional Assessment, Research and Planning started to work in spring 2002 on a master calendar for planning and budgeting. This calendar, to be used starting with fall 2002, will keep the Superintendent/President, CPC and the college community well informed of all major planning and budgeting processes and activities.

Standard Eight: Governance and Administration

Evaluation Team's Recommendation:

The team recommends that 51,£ÀûÉç 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.

51,£ÀûÉç has continued to support the participation of the Classified Council and classified staff in the College Planning Council and other college committees. The classified staff is represented in various committees, including the College Planning Council, the Planning and Resource Committee of the Academic Senate, and the Personnel Benefits committee. With the recent adoption of SB235, it is the prerogative of the classified union to appoint classified staff to various college committees.

Summary Discussion of Self-Identified Issues: Update on Project Redesign

In October 1996 51,£ÀûÉç presented to the Accrediting Commission its institutional self study for reaffirmation of accreditation that included a case study of the college's Project Redesign and a discussion of its phases, goals and activities in light of the eight accreditation standards in place at that time. This section provides updates on some of the activities and actions of Project Redesign.

Standard One: Institutional Integrity, Purposes, Planning and Effectiveness

The college has created a Change Management Team and process that have focused on the evaluation of the five goals of Project Redesign mentioned in Section II of the self study.

In early fall 1999 a decision was made to make the Cabinet responsible for policy-related discussions regarding Project Redesign and the Change Management Team, and to have the team focus on strategies for implementing the recommendations from the Cabinet. This was done to ensure greater understanding and involvement of all members of the Cabinet in technical issues pertaining to Project Redesign in general, and the conversion of its major software applications in particular (i.e., financial, human resources and student information systems).

Standard Two: Educational Programs

Through Project Redesign, the college has made significant progress in the area of instructional design and delivery by achieving delivery of online courses. From only two online courses offered in fall 1998, the college has expanded to 64 in spring 2002. In spring 2002, close to 2,200 students enrolled in online courses. Approximately 50% of these students are enrolled only in online courses.

Standard Three: Student Services and the Co-Curricular Learning Environment

As mentioned earlier, the college is in the process of implementing a new student information system with Oracle Corporation. This system will facilitate improved access for students to information related to course offerings, schedule, and grades by moving to a Web-based “self-service” model for access to student information.

Standard Four: Faculty and Staff

As a result of Project Redesign activities, the college provides Web access to job vacancies. The Web access has influenced positively the recruitment and selection of faculty and staff.

Standard Five: Library and Learning Resources

The staff of Learning Support Services (LSS) has been actively involved in several projects designed to implement effective strategies for promoting student success. These strategies are available to all faculty on a Web site maintained by LSS and serve as a reference for staff development. The LSS staff has implemented a tutor-training program and has made substantial progress in working with the faculty to integrate support services with classroom instruction.

A new Academic Senate committee has been formed to focus on student success. LSS staff supports this committee. Leadership for these efforts has been made possible by the creation of a new position -- Director of Learning Support Services.

The college has implemented a new library software system (Horizons). This software provides Web access not only to the college’s library holdings but also to those of other California and national libraries. In October 1999, the college initiated a new service that enables its users to access full-text articles and periodicals online from computers on and off campus.

Standard Six: Physical Resources

The equipment budget for technology renewal and new initiatives was increased from \$320,000/year to \$920,000/year. The increase was funded through lottery funds, instructional equipment replacement, a block grant and ending balances.

Standard Seven: Financial Resources

The college completed the conversion of its financial applications to the Oracle system. Managers are able to extract information to enhance financial monitoring and analysis college-wide. One step taken in this direction was the development of a separate multi-user,

distributed decision-support system. This separate datawarehouse was designed to enable staff to run standard reports or create ad hoc queries and reports through commonly known tools such as Access and Excel. In addition, the Information Resource Division is testing financial reporting through Oracle Discoverer, a powerful, yet intuitive, reporting tool. Deans and business services staff are currently testing these reports. It is anticipated that in fall 2002, the Discoverer reports will be available to all managers.

51, £ÀûÉç hired a new Vice President for Business Services in August 1999 who has provided leadership to enable college personnel to more effectively use the financial system and to critique the college's budgeting process.

Standard Eight: Governance and Administration

The governance, leadership and management of the college are critical areas for the college's planning goals. Included in the 1999-2002 College Plan was a goal related to restructuring leadership roles and organizational design from a function- to a process-based model. In support of this goal, the college completed a redesign project that examined the college's administrative and governance systems and leadership roles and, where appropriate, implemented the recommendations.

After decades of stability, in the late 1990's and 2000 the college witnessed major turnover in its upper management. In 1999, the Vice President for Continuing Education accepted a position with Planned Parenthood of America and the Vice President for Student Affairs was reassigned to Continuing Education. A new Vice President of Human Resources was hired in 2000 and the Human Resources Division has expanded its responsibilities to include legal affairs. This change in upper management has resulted in an opportunity for change and for re-examination of the administrative structure in order to achieve the planning goal mentioned earlier.

In addition, after 21 years of service, the current Superintendent/President announced his retirement. The selection process has resulted in the hiring of a new Superintendent/President who will begin his duties on August 1, 2002.