

IV. SBCC'S VERIFICATION THAT THE TEN STANDARDS ARE BEING MET OR EXCEEDED

Standard One: Institutional Mission

1. The institution has a Statement of Mission adopted by the Governing Board, which identifies the broad-based educational purposes it seeks to achieve.

Santa Barbara Community College (SBCC) confirms that it is meeting the expectations of this standard. Specifically, the college has long adopted as its focus the five-part mission that is defined for a comprehensive community college in California. The functions of transfer education; occupational and vocational programs; programs that develop skills essential for academic success; economic development; and, lifelong continuing education constitute the college's mission.

The college's Mission Statement is published in the College General Catalog (1.1.1). This statement identifies the institution's guiding purposes and fundamental principles. The guiding principles represent an institutional consensus on values that guide the educational process. The statement of fundamental purposes identifies major institutional goals for the college and defines the elements of the college's comprehensive curriculum. In addition to this fundamental mission charge, the college has periodically redefined its vision and thus its general focus.

The Santa Barbara Community College District Board of Trustees most recently adopted a vision statement on May 24, 2001, "Santa Barbara Community College as a Model Community College for the 21st Century" (1.1.2). This statement establishes the institutional focus for the 2002-2005 College Plan.

2. The mission defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

The college has on file a series of documents ranging from completed statements to minutes of meetings that demonstrate the institution's focus on its mission, its definition of its place in the higher education community, the students to be served, and the parameters for offering programs and allocating resources (1.2.1).

As an open-admissions institution, Santa Barbara City College admits all California students 18 years of age or older who can benefit from higher education. Students under 18, who are not high school graduates, are admitted through specified college procedures.

The college has a commitment, based upon educational objectives, to admit international students. The college has established a ceiling of 550 F-1 visa students. This number is presently viewed as being sufficient to provide a critical mass of students from other countries to enable native students to obtain perspectives of other nations. Such

understandings are viewed as an important component of 51, 's Educational Programs.

College decisions regarding new programs and the allocation of resources are made based upon the college's mission, the Vision Statement and goals and objectives in the College Plan. The specifics in support of this statement are contained in the college's response to Standard 9A.

3. Institutional planning and decision making are guided by the mission statement.

Every three years, the college engages in a comprehensive planning process in which new goals and objectives are defined to enable the mission to be accomplished. The institution is clearly guided by its mission in the planning and decision making that occurs.

The college's 1999-2002 and 2002-2005 plans (1.3.1, 1.3.2) provide clear evidence of the college's planning product and its relationship to the mission. The process to produce the plan is comprehensive, involving all constituent groups of the college community and culminating in approval by the Board of Trustees.

The process involves "scans" of the college's external and internal environments. These reviews are intended to ensure that the plan identifies directions that will respond most directly and effectively to both the district population to be served and the internal needs of the college. Constituent groups, including the Academic Senate, Classified Council and the Associated Student Body, have the opportunity to contribute to the plan's content. The College Planning Council (CPC), consisting of representatives of all constituent groups and the college Vice Presidents, conducts the final review, and forwards recommendations to the college President. The college President is responsible for forwarding the complete plan to the Board of Trustees.

4. The institution evaluates its mission statement on a regular basis.

The college evaluates on a regular basis how it will achieve its mission. There is a consistency to the five-part comprehensive mission for the college. As outlined earlier in substandard 1.1, the college mission is established by law.

The college embraces this comprehensive mission and every three years adopts a plan to ensure that each component is being pursued. To sharpen its focus, the college has adopted a vision statement (1.4.1). This statement provides an overall direction in regard to the college's values, commitment to access, and its aspirations.

The true work in retaining the vitality of the institution's mission is the college's broad based commitment to planning. This process provides the opportunity for the full college community to be involved in defining how the mission will be achieved. The product, a College Plan, provides institutional direction for the next three years.

Concluding Statement: As stated at the beginning of this section, the college affirms, through this outline of its processes and the products on file, that it is fully meeting the expectations for Standard 1.

| Standard One Supporting Documents | |
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| 1.1.1 | College General Catalog |
| 1.1.2 | Vision Statement |
| 1.2.1 | Board Agendas and Minutes |
| 1.3.1 | College Plan 1999-2002 |
| 1.3.2 | College Plan 2002-2005 |
| 1.4.1 | Vision Statement (see 1.1.2) |

Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

SBCC (SBCC) strives to represent itself clearly, accurately and consistently to its constituencies, prospective students, and the public by providing comprehensive, accurate, timely and useful information in all publications and statements, including those presented in electronic formats. Such publications include the College General Catalog, Schedule of Credit Classes, Adult Education Schedule of Classes, Student Planning Guide, the college Web site, and numerous brochures and pamphlets describing the college's academic programs and student services.

The Public Information Office issues regular press releases (2.1.1) to keep the community informed about college issues, innovations and activities. Campus constituencies are kept informed of college news and events through a weekly Faculty-Staff Newsletter distributed via e-mail and posted on the college Web site.

The Office of School Relations supplements online and print information, including a viewbook for prospective students (2.1.2), with informational presentations at local high schools, on-campus tours, and an annual College Fair each fall and Preview Night each spring.

The Office of Marketing and Publications, created in 2000, has initiated a proactive marketing campaign utilizing local media, direct mail and the World Wide Web to increase public awareness of the college's services and educational programs. Standardizing and updating the college's publications is an ongoing function of this office.

The Foundation for 51, £ÀûÉç distributes informational materials to prospective donors and the public, and publishes an annual newspaper insert entitled *Community* (2.1.3) to update district residents on college developments and giving opportunities.

The College General Catalog (2.1.4), updated annually, serves as a comprehensive source of information regarding the college's mission; educational purposes; curricular offerings; support services; degrees and certificates; courses; fees; payment and refund policies; financial aid; procedures for application; admission and registration; academic calendar; and listings of faculty, key staff, administrators and the Board of Trustees. Every effort is made to ensure the accuracy and currency of information in the catalog, with faculty, counselors and academic support personnel actively involved in the yearly updating process.

The Schedule of Classes (2.1.5) is published before each semester and summer session, both in print and on the college Web site. It provides current information regarding application, admission, registration, fees, course offerings and student support services. Policies regarding student rights and responsibilities, non-discrimination, and family educational rights and privacy are included in the schedule and in the annual Student Planning Guide (2.1.6).

The college Web site at www.sbcc.edu offers comprehensive information about college programs, services, departments, courses, and events. The Web site was completely redesigned and updated in fall 2000. Currently, the Office of Marketing and Publications and a cross-functional Web site Committee are conducting a thorough review of the site with the goal of achieving greater consistency, navigability and visual appeal.

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

The college's board-adopted "Faculty Freedom of Expression Policy" (2.2.1) is contained in the District's Policies for Certificated Personnel, as well as in the Faculty Manual (2.2.2). The manual is posted on the college Web site at www.sbcc.edu/academic/senate.

The college's highest priority is the integrity and effectiveness of its instructional programs. Faculty members are given support in the development of new course materials, and in the learning and adoption of new pedagogical techniques. They are encouraged to explore, experiment and develop materials and approaches based upon their own professional

judgment and collegial consultation. The integrity of the teaching/learning process is maintained through the review of curriculum proposals by the Academic Senate's Curriculum Advisory Committee, as well as through program review and periodic peer evaluation. Disputes regarding the exercise of academic freedom or the professional responsibility of a faculty member are typically resolved through informal mediation involving the member's department chair or dean, or representatives from the Academic Senate and/or Instructors' Association. Disputes requiring formal resolution are addressed through the "Certificated Employee Grievance Policy," published in the Faculty Manual. Matters of broad faculty concern are handled through the Academic Senate and the shared governance process.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

The "Faculty Freedom of Expression Policy" makes clear faculty freedom to express personal opinions in the classroom, as long as they are identified as such and as long as differing points of view are permitted. The college's "Political Activity Policy" (2.3.1) likewise recognizes the right of faculty members to support or oppose any political issue or candidate, as long as such activity is conducted on their own time and care is taken to show they are acting in their capacity as private citizens. Demonstrating integrity, showing respect for professional ethics of the field, and distinguishing between private views and official positions of the college or department are items included in the "Performance Criteria Guidelines for Faculty Evaluation Committees" in the Faculty Manual.

4. Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

College policies and guidelines that define institutional values and/or expected standards of behavior and conduct (e.g., Affirmative Action Policy, Policy on Academic Honesty, Drug-Free Workplace Policy, Smoke-Free Workplace Policy, Standards of Student Conduct, and Professional Conduct Policy) are developed utilizing the shared governance mechanisms of the college. Throughout the development process, proposals are given broad exposure through the publication of minutes, reports in college publications, circulation of drafts, and requests for comment. Following adoption, such policies are included in the district's policy manuals and distributed to the appropriate constituencies. Copies of the college's "Standards of Student Conduct" (2.4.1), adopted by the Board in December 1995, are distributed to all students during registration and are available from the Dean of Educational Programs in charge of admissions. The Human Resources and Legal Affairs Division disseminates relevant personnel policies via campus-wide e-mail at the beginning of each semester and whenever a significant change is adopted. Policies and procedures, such as the Student Grievance Procedures (2.4.2), are also published, as appropriate, in the College General Catalog, Schedule of Credit Classes, Student Planning Guide, and the Faculty Manual to ensure adequate dissemination to students, faculty and staff.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Issues of academic honesty are addressed by faculty members in the classroom and, when warranted, under the guidelines of the “Standards of Student Conduct” distributed to all students during registration. The “Policy on Academic Honesty” (2.5.1), adopted in 1995, expands upon and clarifies the “Adherence to Standards” section of the “Standards of Student Conduct.” The policy clearly delineates responsibilities of both students and faculty in reporting breaches of academic honesty, disciplinary protocols and sanctions for violations.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

As an academic community, the college has long demonstrated a commitment to creating and maintaining an environment that embraces diversity among its students, faculty, and staff, and that encourages a supportive climate of mutual respect and growth among its many constituencies. The college’s commitment to these principles is articulated through the “Affirmative Action Policy,” college mission statement, and information in the college General Catalog and numerous other publications.

The college’s commitment to equity and diversity has been demonstrated on an ongoing basis through actions such as the inclusion of ethnic/multicultural/gender studies to fulfill general education requirements, and the active encouragement of inclusion of multi-ethnic and multicultural components in new and existing curricula. Outreach to potential students of diverse backgrounds, abilities, goals, and financial resources has included the production of media campaigns and informational materials in languages other than English, and the development and support of new and ongoing programs to assist under-prepared and/or economically disadvantaged students. Such programs include the Running Start summer bridge program, Student Opportunity and Access Program (CalSOAP), CalWORKs, Transfer Achievement Program (TAP), Multicultural English Transfer Program (MET), Extended Opportunity Program/Services (EOPS), Cooperative Agencies Resources for Education (CARE), ENLACE y Avance, and Disabled Students Programs/Services (DSPS), many of which have received state-wide recognition for excellence.

The college’s International Students Program and a variety of educational, cultural and social activities sponsored by campus departments and organizations are means through which the college continues to build a community in which diversity and fellowship are celebrated. Activities include campus-wide events such as the annual El Dia de los Muertos art exhibition and celebration, the Leonardo Dorantes Memorial Lectures, the Cinco de Mayo celebration, the Peter A. Angeles Colloquia, as well as myriad activities within classrooms, academic departments and clubs (2.6.1).

7. The institution demonstrates honesty and integrity in its athletic programs.

The college continues to demonstrate a profound commitment to the honesty and integrity of its athletic programs and to the success of students participating in those programs. Policies

governing the conduct of the programs, and articulating the standards expected, are contained in the Athletic Department Handbook (2.7.1) and the Student-Athlete Handbook (2.7.2), both of which were updated in 2001. In addition, the Athletic Department conducts a “Student Athlete Assistance Program,” (2.7.3) which provides confidential, professional help and support for student athletes and their family members regarding problems that affect their personal lives, academic or athletic performance, or school behavior.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

The college has demonstrated a consistent history of compliance with both the letter and spirit of the Commission’s standards, policies, guidelines and requirements. The strength of the college’s relationship with the Commission has been evidenced by the Commission’s approval of the college’s requests, for both the past and current accreditation cycles, to conduct experimental self studies and to complete the traditional certification of compliance with the accreditation standards in summary fashion. Through regular communications apprising the Commission of the college’s progress throughout the self study (2.8.1), SBCC has sought to reinforce the Commission’s clear confidence in the honesty and integrity of the college’s approach to accreditation.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

College publications are evaluated and revised regularly to keep them accurate and current. Policies and procedures are reviewed on an ongoing basis through the collegial governance process and are revised as needs and changing circumstances dictate. Suggested policies or changes to policy are discussed at meetings of the Educational Policies Committee of the Board of Trustees, and minutes (2.9.1) of those meetings are distributed to shared governance entities and the College Planning Council. Proposed policies or changes to policy are subject to final adoption or approval by the full Board of Trustees.

Concluding Statement: Based on the information provided in this section and the supporting documents available, the college affirms that it is fully meeting the expectations for Standard 2.

| Standard Two Supporting Documents | |
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| 2.1.1 | General Press Releases |
| 2.1.2 | School Relations Viewbook |
| 2.1.3 | Foundation – Community |
| 2.1.4 | College General Catalog (2001-02) |
| 2.1.5 | Schedule of Classes (Fall 2001, Spring 2002, Summer 2002, Fall 2002) |
| 2.1.6 | Student Planning Guide |
| 2.2.1 | Faculty Freedom of Expression Policy (Certificated Policy #2520) |
| 2.2.2 | Faculty Handbook |
| 2.3.1 | Political Activity Policy (Certificated Policy #2440) |

| Standard Two Supporting Documents | |
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| 2.4.1 | Standards of Student Conduct |
| 2.4.2 | Student Grievance Procedures |
| 2.5.1 | Policy on Academic Honesty |
| 2.6.1 | Events and exhibitions brochures and flyers |
| 2.7.1 | Athletic Department Handbook |
| 2.7.2 | Student Athlete Handbook |
| 2.7.3 | Student Athlete Assistance Program |
| 2.8.1 | Letters of Communication with ACCJC |
| 2.9.1 | Minutes of Educational Policies Board Committee |

Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

51,£ÀûÉç (SBCC) has a tradition of integrating institutional research with planning and evaluation. Until 1999, the college had an Institutional Research Committee chaired by the Vice President of Academic Affairs (since July 2000, Executive Vice President) who has also been chairing the College Planning Council (CPC) for the last six years. The committee set annual research agendas (3.A.1.1). In this decentralized research model, faculty, staff and management personnel carried out the research agenda. However, the college recognized that a centralized Office of Institutional Research and Planning dedicated to these tasks was needed to better serve the growing institutional research needs of the college, respond to reporting, conduct assessment and accountability related studies, establish a decision and planning support system, and evaluate planning activities, their progress and outcomes.

The new resources that became available through the Partnership for Excellence initiative made it possible for the college to create in September 1999 the Office of Institutional Assessment, Research and Planning (IARP) by hiring its Director. IARP has a well-defined mission that is articulated through its Web site (www.sbcc.edu/home/admin/ia/index.cfm). Reporting to the district Superintendent/President, IARP has a broad range of responsibilities meant to ensure strong integration of the research, planning and evaluation components. The office has the leadership role for:

- Institutional Effectiveness (3.A.1.2)
- Research (3.A.1.3, 3.A.1.4)
- Accreditation (the Director serves as the Accreditation liaison and responds to and/or provides supporting materials for all requests coming from the Accrediting Commission including annual and mid-term reports)
- College Planning and Environmental Scanning (the Executive Vice President provides CPC leadership; IARP provides leadership for delivering the product of the College Plan.)
- Decision Making Support System
- Reporting (Federal; State; Internal)
- Office Web Site
- Ad-hoc Requests for Information and Data (Internal and External)

The office also provides data, analyses and evaluation studies for:

- Departmental Program Reviews (3.A.1.5)
- Enrollment Management/Marketing (3.A.1.6)
- Requests for new and replacement faculty positions (3.A.1.7)
- Chancellor's Office Management Information System

The Director is a member of CPC and is actively involved in college planning and evaluation activities. CPC was created to coordinate educational, financial, facilities and human resources planning and provides recommendations to the college President.

A.2 The institution provides the necessary resources for effective research and evaluation.

The college provides the necessary human, financial and technology resources for research and evaluation activities. IARP is staffed with two full-time positions and has its own budget. The Director and the research analyst are both exceptionally qualified and effective in their jobs. The Director is a published institutional researcher with over ten years of experience. She is editor of *Professional File*, a publication of the national Association for Institutional Research, and associate editor of *Planning for Higher Education*, a publication of the national Society for College and University Planning. She is also a member of the Board of the Research and Planning Group of California Community Colleges, the group that represents institutional researchers and planners in two-year colleges in California, and a member of the Publications Committee of the Association for Institutional Research.

Since the last accreditation, the college has also made significant progress in acquiring and implementing technologies that provide IARP with the technical infrastructure to conduct research and evaluation and to disseminate the results of its studies and information effectively and efficiently. An Oracle datawarehouse was created. This allows direct access by the IARP staff to the data needed to conduct research about and provide information on all college programs. The college has initiated the design and implementation of its intranet structure through the Oracle iPortal (3.A.2.1). 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 data warehouse 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.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

The College Plan is founded upon the stated mission of the college and it includes goals and objectives meant to achieve the mission. IARP conducts periodic evaluations of the progress and status of the College Plan goals and objectives (3.A.3.1). In addition, IARP conducts an annual assessment of institutional effectiveness (3.A.3.2). These reports are widely disseminated through the office Web site and discussed with all college groups and constituents, including CPC and the Academic Senate.

The focus of decision support activities conducted by IARP has been to support academic program review, college planning and resource rankings, assessment of institutional effectiveness, and accreditation. Common measures of institutional effectiveness are used for many of these purposes. Measures such as successful course completions, faculty load and productivity are used on an institutional basis in the IARP's annual assessment of institutional effectiveness. The Academic Senate and CPC use these same measures at the departmental level to make decisions concerning the ranking of new faculty positions. Division Deans and Department Chairs use these same measures during the evaluation of individual faculty members.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

The college revised its procedures for conducting program reviews from a five-year cycle to an annual cycle for all departments (3.A.4.1). IARP provides comprehensive information in support of program reviews and evaluation of the progress made by various teaching and non-teaching programs (3.A.4.2). These evaluations are used to make necessary adjustments and changes in the operations of existing programs and services and to provide new ones, as needed.

B. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

The college has a clearly articulated planning process (3.B.1.1) that is publicized through IARP's Web site as well as through communications with the college community. The planning processes involve groups representing all campus constituents: Classified Council, Academic Senate and Associated Student Body. As described in Standard 1, CPC has the overall responsibility for the final review of the College Plan, which is then submitted for Board approval. CPC agendas and minutes will be published through the campus intranet portal.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

The college has defined planning goals and objectives in its three-year plan (3.B.2.1). In addition, the college has a number of function-specific plans meant to provide operational guidance for various units and departments. These include: Transfer Plan, Matriculation Plan, Long-Range Development Plan, Affirmative Action Plan, Information Technology Plan, and Equipment Replacement Plan. These plans are tied to the overall college plan. The planning process is a college-wide activity, providing all departments and units opportunities to identify priorities and recommend strategies. The process includes an evaluation component designed to promote improvement.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

The operational responsibility for the integration of educational, financial, physical and human resources planning rests with the College Cabinet (composed of the college President and the five Vice Presidents). All proposed plans are reviewed by CPC. Changes in Educational Programs that have an effect on fiscal resources, for example, are discussed in the Cabinet before they are approved. Each of the five Vice Presidents is responsible for communicating to the Cabinet changes that are taking place in their areas and their potential effect on the other units of the college. In addition to having this coordination in the Cabinet, the creation of the Educational Programs Division in July 2000 (which combined Academic Affairs and Student Affairs into a single division) has resulted in establishing the position of Dean of Educational Technologies whose job includes serving as a liaison between Educational Programs and the Information Resources Division (IRD). The Dean meets weekly with IRD staff to discuss technology-related initiatives considered by the instructional and support services units of the college. These sessions allow for the appropriate level of planning to take place and to ensure that the proposals under consideration can be achieved. In the area of technology, the District Technology Committee (DTC) regularly attends CPC meetings to ensure that all technology-related planning is integrated with other college-wide priorities and with financial planning. CPC reviews the College Plan to make sure that integration of priorities is achieved. New major initiatives introduced during the academic year are brought to CPC for review, and the information provided is taken in consideration into the final development of the initiative. All initiatives are coordinated in the college Cabinet.

Integration also occurs through the three committees of the Board of Trustees: Educational Policies, Fiscal and Facilities. These committees review proposed initiatives and plans and coordinate with the overall College Plan in study sessions of the Board of Trustees.

C. Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

The college establishes institutional goals and objectives through its College Plan. The college reviews annually its measures of institutional effectiveness to ensure that they reflect the college's priorities, and address the college's mission and state and regional accrediting accountability requirements. The annual institutional effectiveness reports provide the primary means for college-wide assessment of college performance in relation to the goals of the institution.

In addition, during the Educational Programs annual program reviews, departments identify the extent to which annual departmental goals and objectives have been achieved.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

All major research and evaluation studies, the annual institutional effectiveness reports, the College Plan, reports on the status of the progress made on College Plan goals and objectives, departmental performance information and other relevant information from the college's research, evaluation and planning activities are available to the public on IARP's Web site (www.sbcc.edu/home/admin/ia/index.cfm). In addition, IARP's Director and college Deans make periodic presentations to the Board of Trustees (3.C.2.1). Periodically, the college's student newspaper -- Channels -- publishes articles based on studies and data produced by IARP (3.C.2.2).

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

In consultation with the college President and the Executive Vice President of Educational Programs, the IARP Director conducts an annual evaluation of the institutional effectiveness measures and develops an annual institutional research agenda based on discussions and requests from Deans and various institutional and Academic Senate committees. In addition, the IARP Director conducts an evaluation of the progress on College Plan goals and objectives. The resulting documents are shared with CPC and the Academic Senate. Similarly, the Cabinet and CPC periodically review the college's planning processes and institutional plans.

Concluding Statement: Based on the evidence provided above and the supporting documents available on file, SBCC affirms that it meets the requirements of Standard 3.

| Standard Three Supporting Documents | |
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| 3.A.1.1 | Institutional Research Agendas 1997-98, 1998-1999 |
| 3.A.1.2 | Annual Institutional Effectiveness Reports 1999-2000; 2000-01; 2001-02 |
| 3.A.1.3 | Institutional Research Agendas 1999-00, 2000-01, 2001-02 |
| 3.A.1.4 | Selected Examples of Research Studies |
| 3.A.1.5 | Samples of Departmental Data Sets for Annual Program Reviews |
| 3.A.1.6 | Samples of Reports Prepared for Enrollment Management |
| 3.A.1.7 | Samples of Reports Prepared for Requests for New or Replacement Faculty Positions |
| 3.A.2.1 | Description Oracle iPortal and Decision Support System |
| 3.A.3.1 | Status of 1999-2002 College Plan Goals and Objectives |
| 3.A.3.2 | Annual Institutional Effectiveness Reports 1999-2000; 2000-01; 2001-02 (see 3.A.1.2) |
| 3.A.4.1 | Annual Program Review Policy |
| 3.A.4.2 | Samples of Departmental Data Sets for Annual Program Reviews (see 3.A.1.5) |
| 3.B.1.1 | SBCC Planning Process Model |
| 3.B.2.1 | 2002-05 College Plan |
| 3.C.2.1 | Relevant Board Agendas and Minutes |
| 3.C.2.2 | Relevant Copies of the Channels |

Standard Four: Educational Programs

A. General Provisions

4.A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and its demographics and economics of its community.

The college's mission statement (4.A.1.1) and its goals and objectives in the Student Outreach and Responsiveness to the Community sections of the College Plan for 1999-2002 (4.A.1.2) and the College Plan for 2002-2005 (4.A.1.3) reflect the institution's goals and priorities in meeting the varied educational needs of its students. The mission statement is consistent with the historical and legal mission of California's public community colleges.

Evidence of the college's commitment to meet the varied needs of its students is reflected in the number of new courses and certificate and degree programs that have been developed since the institution's last accreditation (4.A.1.4). In addition to the extensive number of new courses and programs, the college has implemented a number of instructional initiatives designed to be responsive to the educational needs of different segments of those in its service area. These initiatives include the creation of the Online College (4.A.1.5), the Dual Enrollment Program with area high schools (4.A.1.6), the Center for Management and Staff Development (4.A.1.7), and the CREATE (Convenient, Relevant Education Acquired Through Education) workplace learning program (4.A.1.8). The college makes extensive use

of input from advisory committees as well as analyses of demographic and economic trend data (4.A.1.9) in identifying new courses, programs and methods of delivering instruction that are responsive to the educational needs of different segments of the population.

The college also has a Continuing Education Division which provides non-credit classes and programs to the community. The entire division serves more than 43,000 unduplicated students each year -- approximately one in three adults in the college's service area. The program has more than 800 classes each term offered in over 80 locations throughout the district (4.A.1.10).

Community liaison is an on-going activity of all administrators and is evidenced by the Citizens' Continuing Education Advisory Council. This council consists of 40 community leaders representing a wide cross-section of professions, interests and groups in the program service area. Members serve two-year terms and are required to attend quarterly meetings and to participate on three subcommittees.

4.A.2 Programs and courses leading to degrees are offered in a manner that provides students the opportunity to complete the program as announced, within a reasonable time.

Degree and certificate programs at SBCC are designed so that they can be completed within a reasonable period of time. A concerted effort is made to ensure that full-time students are able to complete one-semester to two-year certificate and degree programs within these time frames. This is reflected in the analysis that was conducted to verify that courses needed to complete degree and certificate requirements were offered at times allowing day and evening students to complete them in a reasonable amount of time (4.A.2.1). Courses are offered on weekdays from 8:00 a.m. to 10:00 p.m. and on Saturdays (4.A.2.2). In addition, the college offers a wide range of courses through its Online College (4.A.2.3). The college has made a commitment to allow students to complete all their requirements for an Associate Degree in Liberal Studies through the Online College.

4.A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The college has a policy for program discontinuation (4.A.3.1). The policy and procedures specify the steps to be taken to ensure that students in the program to be discontinued are offered the opportunity to complete their education in a timely manner with a minimum of disruption. The college has not had to discontinue any of its degree or certificate programs since its last accreditation. Students in instructional programs in which one or more requirements have been changed can submit a course substitution petition (4.A.3.2). The department chair reviews this petition to determine if the course substitutions requested are acceptable. If the student is not satisfied with the department chair's decision, the petition can be forwarded to the Scholastic Standards Committee for review. The college has recently implemented two new procedures to ensure that students are provided with viable options for completing their degree requirements when those requirements have been substantially changed after they entered the college. The program modification form

(4.A.3.3) now includes a section that requires department chairs to specify the courses students can take to satisfy the certificate and/or degree requirements to be changed. In those instances where substantial changes in the program requirements are made, the department must develop a blanket substitution/waiver requirement plan (4.A.3.4). This plan is applied to all students who entered the college under previous catalog rights.

4.A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

The college supports its educational mission with a staff of 224 full-time faculty and 405 adjunct instructors for the Credit Division and one full-time and 450 adjunct instructors for the Continuing Education Division. The credit faculty are supported by 107 staff in administrative, classified and technical positions. The college spends approximately 53% of its budget in direct support of instruction (4.A.4.1).

The college allocates \$3 million each year to replace its technology and non-technology equipment. The college has set aside funds to replace each of its computers and computer-related equipment on a three- or four-year cycle, depending on the equipment. Requests for new computer-related equipment must include ongoing funds to replace equipment on a three- or four- year cycle (4.A.4.2). The Deans work closely with the department chairs in their areas to allocate funds to replace or acquire non-technical equipment. The Executive Vice President of Educational Programs maintains a reserve account to ensure there are funds to replace or acquire essential non-technical equipment in instances where the funds allocated to the instructional divisions are not adequate.

The college has made a concerted effort to keep its educational facilities up-to-date and in good working order. The college spent \$4.3 million over the last three years in building maintenance and improvements. The following is a partial list of the major facility remodels that were completed to accommodate new, expanded or changed programs:

- Remodel of the Administration Building to create a Health Education wing for the Nursing programs
- Establishment of the Multimedia Arts and Technologies programs (creation of the Digital Arts Center in the Administration Building)
- Establishment of the Digital Photography program and the expansion of the Graphic Design program (remodel of OE 184)
- Remodel of the Studio Theatre
- Remodel of the Life Sciences and Geology building
- Remodel of the Humanities Building to house the new Entertainment Production Center used for Video Production classes
- Establishment of the Life Fitness Center in the Physical Education Building
- Remodel of the kitchen facilities for the Hotel, Restaurant and Culinary program
- Creation and subsequent expansion of the Cosmetology Academy located in a shopping center off-campus

- Creation of the off-campus Center for Management and Staff Development instructional facility located on property owned by the County of Santa Barbara
- Remodel of the facilities in the Humanities Building used for sculpture and ceramics
- Acquisition of temporary buildings used for classrooms, labs and offices

The results of the Student Satisfaction Survey completed in Spring 2001 showed that 86% of the respondents expressed satisfaction with the college's facilities (4.A.4.3).

Within the Continuing Education Division, classroom renovations funded from community fundraising and district support are as follows:

- Tannahill Auditorium at the Schott Center
- Learning lab for adult high school at the Schott Center
- The Lee Luria Glass Arts Studio at the Wake Center
- Room 9 (crafts) at the Wake Center

4.A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Academic and career counseling/advising services are extensive and include small-group, one-on-one walk-in, appointment-based and computer-assisted advising/counseling, as well as considerable self-help resources. These services are provided through a well-coordinated set of programs, including a comprehensive Transfer Center, a model Career Center, a computer-assisted Counseling Office, and an effective Faculty Advising Program.

A model Career Advancement Center has been developed since the last self study. This center has significantly expanded career counseling services to assist students with decision making, goal setting and career planning. The career planning processes have been creatively and effectively integrated with instructional activity. Over 30 courses now include Career Advancement Center assignments that involve students in career research through counselor consultations, computer-assisted career guidance and information systems, video, hard-copy resources and community referrals.

The Transfer Center has developed into a statewide model for assisting students seeking access to four-year institutions. Two innovations, the "Transfer Task Inventory" and the "Career Task Inventory," have provided the basis for structured student involvement in educational planning. The implementation of a comprehensive computer-based Student Services Tracking and Report System has provided the foundation for a wide array of referral and follow-up services for students on probation and students with special needs. Through computer tracking of student utilization of services, direct mail, and proactive telephone and classroom intervention, virtually every student is afforded several opportunities each year for regular and timely feedback on his or her educational progress. Classroom intervention in 2001-02 included over 80 guest presentations to classes by Student Services staff and Counseling faculty.

The use of technology continues to be an important tool in follow-up activity: in 2000-01 over 9,000 computer-based progress checks were generated by students on ASSIST (a networked computer-based degree audit and academic progress check system) and undecided/undeclared students made extensive use of computer-assisted planning services. Proactive follow-up interventions are based upon a comprehensive mainframe computer database which identifies student course enrollment and semester-to-semester course-taking progress; a networked Student Services Tracking System that tracks student utilization of services; a Student Services Report System that provides direct access to *ad hoc* follow-up rosters, counts and labels; a Counseling Menu which provides computer access to student-specific information; ASSIST -- a networked computer-based degree audit and academic progress check system; and several PC-based tracking systems that support follow-up of students in special programs.

Several special programs provide supplemental counseling/advising services to special populations (4.A.5.1). The programs include: the International Students Program; Extended Opportunity Program/Services (EOPS); Cooperative Agencies Resources for Education (CARE); Disabled Student Program/Services (DSPS); the Athlete Academic Support Program; the Transfer Achievement Program (TAP); SBCC-UCSB Transition Program; the Veterans Program; the New Horizons and LINKS programs; the Honors Program; the Advanced Student Program; the VTEA-Career Advancement Program; the Health and Wellness Program; the Mental Health Counseling Program; the High-Tech DSPS Center; the federally funded Alcohol and Other Drugs Program (AOD); the Student Assistance Program (SAP) and the STEP program for non-credit students.

Every student is afforded the opportunity of access to several modes of counseling service year-round. A coordinated delivery system assures that individuals needing personal attention have access to counselors, while more independent students are able to secure assistance on their own through several self-help and walk-in resources.

New students are provided small group pre-enrollment advising by Counseling faculty immediately following group orientation. New transfer students are provided one-on-one pre-enrollment advising. All new matriculating students are invited and encouraged to schedule individual counseling appointments within their first semester to further develop the student educational plan that was initiated at their small group or individual advising session.

A redesigned appointment referral and scheduling system for continuing students, in coordination with referrals to the Transfer Center and Career Center, has resulted in increased student counselor contact, increased student involvement and preparation for counseling sessions, and better utilization of computer-assisted, self-help and walk-in counseling services.

With new non-credit matriculation funds, a Student Services Division was created in 1999 within Continuing Education. Over 900 students have been provided with educational planning and counseling. In addition, the program provides assessment testing, orientation to the credit program, transfer assistance and liaison with community resources.

B. Degree and Certificate Programs

4.B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certification programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning and use of information and learning resources.

As evidenced in the number and range of certificate, degree and co-curricular programs described in the College General Catalog, the college offers a comprehensive curriculum that supports the mission of the institution. The college's Curriculum Advisory Committee (CAC) reviews all requests for new courses, certificate and degree programs, as well as modifications to these instructional offerings. Departments submitting requests for curriculum additions to the Curriculum Advisory Committee are required to demonstrate that the proposed programs have a coherent design and are characterized by appropriate length, breadth, sequencing of courses, synthesis of learning and use of information and learning resources (4.B.1.1). Members of the program's industry-based advisory committee, the deans from colleges in the institution's CCCAOE region, as well as the Curriculum Advisory Committee and the Executive Vice President of Educational Programs, review proposals for new occupational education programs. In addition, the following programs are reviewed by external accrediting organizations: Associate Degree Nursing; Automotive Service and Technology; Certified Nursing Assistant; Health Information Technology; Hotel/Restaurant/Culinary; Radiographic and Imaging Technologies; and Vocational Nursing. These thorough review processes are designed to ensure that the proposed curriculum and the method of its delivery will achieve the desired objectives established for the program. The design of the curriculum for transfer degree programs is influenced by the articulation agreements with four-year colleges and universities that offer the program. The appropriate college articulation officer reviews the proposed degree requirements before they are submitted to the Curriculum Advisory Committee. The information required for submitting proposals for courses, degree and certificate programs to the Curriculum Advisory Committee must specify the learning outcomes to be achieved, the critical thinking skills to be demonstrated, and the information and learning resources needed to complete the courses.

4.B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Degree and certificate programs and the requirements for their completion are identified in the College General Catalog. The Curriculum Advisory Committee, the Executive Vice President of Educational Programs and the Board of Trustees must approve proposals for new instructional programs and program modifications. Departments submitting requests for new programs must respond to each of the items on the New Program Proposal form (4.B.2.1). This form requires documentation of 1) program goals and objectives; 2) courses that comprise the program, including descriptions for new courses; 3) establishment of the need for the program; 4) plan for evaluating the program; 5) estimated enrollments; 6) appropriateness of the program to the community college setting; and 7) articulation

provisions with other educational institutions. The competencies to be acquired in the program are specified in each of the course-of-study outlines that are part of the program's curriculum. By completing the course requirements of a degree or certificate program, the college is satisfied that students have acquired the competencies, skills and knowledge expected by graduates of the program.

Information on the college's degree and certificate programs is disseminated through the college catalog, schedule of classes, Web site and in college and department brochures. Department chairs, area deans and articulation counselors check the accuracy of this information annually.

4.B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Official course-of-study outlines (4.B.3.1) that comprise degree and certificate programs require faculty proposing courses to identify the course objectives in terms of measurable learning outcomes. The course outlines are posted on the college's Web site and can be accessed by students. Faculty members are encouraged to prepare and disseminate course syllabi that detail the learning outcomes to be achieved. An online tool for developing a model course syllabus that can be posted on the college's Web site is provided to all faculty members. All faculty members are being encouraged to post their detailed course syllabi on the institution's Web site, which can be accessed by students using their Campus Pipeline e-mail account.

4.B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

The Associate in Arts and the Associate in Science degrees are based on the completion of 60 units of lower division college-level work. The coursework requirements for an Associate degree must include at least 18 semester units in fulfillment of the college's general education requirements, at least 18 semester units in the major, and completion of the college's local requirements. The general education and local college graduation requirements, listed in the College General Catalog, provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry. The major field or program requirements provide students with focused study in at least one area of inquiry or established interdisciplinary core. The institution's philosophy in designing its Associate Degree programs is stated in the Degrees and Certificates section of the College General Catalog.

4.B.5 Students completing degree programs demonstrate competence in the use of language and computation.

As stated on page 46 of the College General Catalog 2001-02, in order to receive an Associate Degree, students must demonstrate competence in reading, written expression and mathematics. As described in the College General Catalog, the demonstration of competence in the use of language and computation is based upon the successful completion of college-level English composition (English 110) and one additional course from the list of approved courses that meet the college's Language and Rationality graduation requirement. In addition, students must demonstrate proficiency in mathematics by completing the appropriate level course in mathematics with a grade of "C" or higher.

4.B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

The course-of-study outlines for courses that comprise the college's occupational education programs contain measurable learning outcomes and the methods for assessing student attainment of those learning outcomes (4.B.6.1). For a number of the college's occupational education programs, the competencies to be taught and the methods used to document their attainment are reviewed by external accrediting, licensure and/or certification agencies (4.B.6.2). These programs include: Associate Degree Nursing; Vocational Nursing; Certified Nursing Assistant; Health Information Technology; Cancer Information Management; Radiographic and Imaging Sciences; Automotive Service and Technology; and Cosmetology. In addition, the college offers a number of certificate programs designed to prepare students to pass certification exams administered by external agencies. These include C-Tech; A+; N+; Cisco Certified Network Administrator; Cisco Certified Network Professional; Ericsson; Novell Network Administration; Windows 2000 Administration; Unix System Administration; SQL Server Programming; Visual Basic; and Oracle. Each of the college's occupational education programs has an industry advisory committee. These advisory committees are charged with reviewing the competencies that students are to acquire in the program and making recommendations on changes that need to be considered.

C. General Education

4.C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

All of the college's Associate Degree programs include the successful completion of the institution's general education and local degree requirements. The general education and local SBCC requirements for the Associate Degree are published in clear and complete terms in the College General Catalog.

4.C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

In accordance with Title V, the philosophy, rationale and major objectives for the general education component are clearly stated in the College General Catalog (4.C.2.1) under the general education requirement for an associate degree. The appropriateness of courses for the general education component is determined in the following way. The department proposing a new course or requesting that an existing course meet a general education requirement must first check with the college's articulation officer to determine if the University of California (UC) and California State University (CSU) would accept the course. If UC or CSU does not accept the course, it will not be approved as meeting a college general education requirement. The articulation officer also does research on whether the course will meet a UC and/or CSU lower division general education or Intersegmental General Education Transfer Curriculum (IGETC) requirement. All requests to add a course to the college's general education offerings are noted on the New Course Proposal Form (4.C.2.2) that is reviewed by the Curriculum Advisory Committee. Members of this committee evaluate the course-of-study outline to determine the course's appropriateness to the general education component of the associate degree. The provisions of Title V and the lower-division general education criteria of UC and CSU are taken into account in determining if the course should be added to the courses that satisfy a college general education requirement.

4.C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will make them effective learners and citizens.

The college's philosophy for its general education program along with its general education and local institutional graduation requirements are listed on pages 46-50 in the College General Catalog 2001-02 (4.C.3.1). The college's general education program is designed to introduce students to major areas of knowledge in order to provide them with a broad and balanced educational experience. Courses are required in the natural sciences, social and behavioral sciences, humanities, English composition, communication and analytical thinking, mathematics, American institutions, physical education and health education, oral communication, and multicultural/gender studies. In completing the required units in the area of language and rationality, students have the opportunity to improve their ability to think analytically, read critically, and communicate effectively in both oral and written modes. In addition, students acquire information technology and research skills in English 120 (College Research Skills), which is a co-requisite with the required English Composition and Reading course (English 110). The college's American Institutions requirement prepares students for their role in society.

4.C.4 Students completing the institution's general educational program demonstrate competence in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking.

The general education requirements call for students to complete at least one course from an approved list of classes in each of the following areas: natural sciences (one course must include a lab); social and behavioral sciences; humanities; English composition; and communication and analytical thinking (4.C.4.1). In addition, institutional requirements for the Associate Degree require that students complete courses to satisfy four of the five following requirements: American institutions; physical education/health; intermediate algebra; multicultural/gender studies; and communication (4.C.4.2).

D. Curriculum and Instruction

4.D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

The college has clearly defined processes for establishing and evaluating its educational programs. In the spring of each year, each department participates in an annual program review (4.D.1.1). During the spring semester, the Executive Vice President of Educational Programs meets with each department chair and the dean for his or her area to review the department's progress in achieving its goals and objectives for the current year, to identify its objectives for the following year in the context of the college's and department's priorities, and to address issues that may serve to undermine the department's attainment of its goals and objectives. A substantial portion of these meetings is devoted to evaluating proposals for new program development, proposed changes in existing programs and the status of current programs offered by the department. Proposals for developing and modifying educational programs discussed in the annual review sessions need to be endorsed by the department faculty and dean as a condition of approval. In addition to the annual program review, each department is required to complete a comprehensive program review every five years (4.D.1.2). Longitudinal data pertaining to the effectiveness of the programs (e.g., course completion rates, grade distributions, program completion, number of majors, weekly student contact hours (WSCH) and full time equivalent faculty (WSCH/FTEF)) are integrated into both the annual and five-year program review processes (4.D.1.3).

4.D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all its courses and programs regardless of service location or instructional delivery method.

Several procedures are in place to ensure the quality of instruction, academic rigor and educational effectiveness of the college's courses and programs are maintained, regardless of service location or instructional delivery method. These procedures include the Curriculum Advisory Committee's rigorous review of all proposed new courses and programs (4.D.2.1),

the faculty evaluation procedure, which requires student evaluations and peer observations of all courses taught by a faculty member (4.D.2.2), and the annual department review process. This process includes the close examination of course- and program-related measures such as course and program enrollments and completion rates and grade distributions by course and individual instructor. These procedures are adhered to regardless of the location where the classes are offered. All proposals to offer existing courses in a distance or other alternative format must be recommended for approval by the Curriculum Advisory Committee. In addition to completing the New Course Proposal or Course Modification Proposal forms, department chairs requesting approval of courses offered in an alternative instructional mode must complete the Technology Mediated Instruction Checklist (4.D.2.3). In addition, they must document how students will spend time in performing course activities that do not take place in a traditional classroom setting (4.D.2.4). A slightly revised version of the student course evaluation form is used in the evaluation of distance learning classes (4.D.2.5).

4.D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

When new courses are proposed to the Curriculum Advisory Committee, criteria for credit determination and the expectations for student performance are specified in the course-of-study outline (4.D.3.1). In order to gain approval, all proposals for new and or modified courses must meet Title V and college requirements with respect to the number of units assigned to the course and the evaluation of student learning required to be awarded credit for the course (4.D.3.2). These course requirements include the specification of learning outcomes, course content, the methods of evaluating student learning, and the criteria to be used in determining the grade (4.D.3.3). The general grading criteria are described in the College General Catalog (4.D.3.4). All approved course-of-study outlines are on file in the Office of Educational Programs as well as on the Web.

The English skills, English and mathematics departments have established proficiencies from one level of pre-collegiate classes to another and from pre-collegiate classes to college-level classes. The ESL department has established proficiencies from one level to the next for beginning through intermediate levels. Advanced-level ESL students are administered the same essay exam as English skills and English students.

Department chairpersons and academic deans stress to faculty the importance of providing to students clear and specific grading criteria in course syllabi and other materials distributed at the beginning of each term. General grading criteria and procedures are also described in the College General Catalog 2001-02, page 19 (4.D.3.5). The college does not provide a means for granting credit for prior experiential learning other than through the credit by examination procedure described in the College General Catalog and the Schedule of Credit Classes (4.D.3.6).

All degree and certificate programs must be approved by the Curriculum Advisory Committee, the Board of Trustees and the Chancellor's Office. The criteria used by each of

these entities in approving a new degree or certificate program mirror those specified in Title V (4.D.3.7). All degree and certificate programs are included in the department-based comprehensive program review required once every five years. In addition, occupational education programs are reviewed by advisory committees and, in some instances, state and national certification boards to ensure that the programs are equipping students with the skills needed to succeed in the workplace (4.D.3.8).

4.D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

The college policy for awarding transfer credits is clearly stated in the College General Catalog (4.D.4.1). Transfer of credit from other accredited collegiate institutions is based on the evaluation of official college transcripts by a counselor and department chair. Appeals for requesting the acceptance of a course as meeting a college requirement can be submitted to the Scholastic Standards Committee. Students educated in other countries may have their transcripts certified through the International Education Research Foundation, Inc.

To facilitate the transferability of its courses, SBCC has articulation agreements with public and private four-year colleges and universities: 587 major agreements with eight UC campuses; 951 major agreements with the CSU campuses; 91 with California independent universities and one out-of-state university (4.D.4.2).

Articulation procedures at Santa Barbara City College follow those recommended in the Handbook of California Articulation Policies and Procedures 1995. This handbook was written under the auspices of the Inter-segmental Coordinating Council in 1986 and updated by an inter-segmental subcommittee of the California Inter-segmental Articulation Council (CIAC) in collaboration with the Inter-segmental Coordinating Council, the California Community Colleges, the California State University, the University of California, the Association of Independent California Colleges and Universities (AICCU), and the California Articulation Number System.

These articulation agreements are maintained in ASSIST, the official statewide repository of articulation for public institutions, and the newly created AICCU articulation site for California's Independent Colleges. The Articulation Officer, in compliance with ASSIST deadlines, updates these databases regularly. The Articulation Office also maintains its own database of articulation agreements for those public and private institutions that do not participate in ASSIST. In addition, the college participates in the California Articulation Number (CAN) system. The CAN numbers for courses that have been articulated with those offered at other California public post-secondary education institutions are listed in the schedule of classes.

4.D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum appropriate to the needs of its students.

The college is committed to offering a range of delivery systems and modes of instruction that are responsive to the needs of its students. This commitment is reflected in the institution's achievement of Goal 5 and objectives 20-22 in the College Plan for 1999-2002 (4.D.5.1). The college's continued commitment to achieving this standard is also reflected in Goal 6 and in objectives 26 and 27 of the College Plan for 2002-2005 (4.D.5.2). The strategies for enhancing both the range and effectiveness of the methods used to provide students with instruction and support services are described in Section V of this self study.

4.D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

The design, approval, administration, and periodic evaluation of the college's credit courses and programs follow the institution's policies and procedures for course and program approval (4.D.6.1), program review and evaluation (4.D.6.2, 4.D.6.3, 4.D.6.4), regardless of where and how the instruction is delivered. As noted in the response to Standard 4.D.7, procedures are in place to evaluate the design and effectiveness of courses offered in non-traditional formats. The department chair and the division dean are responsible for ensuring that all off-campus courses and programs are periodically evaluated following existing college procedures.

Non-credit courses and programs are subject to review by an established Curriculum Advisory Committee, which serves as a subcommittee of the Citizens' Continuing Education Advisory Council. There are three formal meetings held each year before the new term and with time for review by the Curriculum Committee of the Academic Senate. Subsequent to approval of new courses and programs by the Non-credit Curriculum Committee, recommendations are forwarded by the Vice President of Continuing Education to the District Curriculum Committee of the Academic Senate. Questions or concerns regarding actions are communicated to the Vice President, Continuing Education by the Chair of the Senate Curriculum Committee and/or by the Executive Vice President of Educational Programs.

Administrative staff carry out the evaluation of non-credit courses on a term-by-term basis. There is a new formal review process, which has been approved by the Board of Trustees. The new process has been implemented and is being used.

Programs are administered under stated and well-publicized policies and procedures. These are delineated in the Continuing Education Faculty Manual (4.D.6.5). The manual is distributed every year to all faculty.

4.D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

All courses offered through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education. More specifically, the Curriculum Advisory Committee has developed the Technology Mediated Instruction (TMI) Checklist (4.D.7.1). The TMI checklist requires departments proposing courses offered in alternative instructional formats to demonstrate how they plan to satisfy the criteria identified in applicable Commission policies, the Principles of Good Practice in Distance Education and the guidelines for offering distance education developed by the Academic Senate for California Community Colleges. Any section of an existing course proposed to be offered using a non-traditional format must be submitted to the Curriculum Advisory Committee for approval. In addition to the rigorous review of proposals to offer courses in non-traditional formats, a modified student course evaluation instrument has been developed to assess the effectiveness of Web-based classes (4.D.7.2). In an effort to improve the course completion rates in distance education classes, faculty teaching online courses meet twice a month with the dean responsible for the Online College to discuss instructional strategies and issues pertaining to this mode of instructional delivery. The need for and approval of online instructional aides is one of the methods identified by the Online College faculty to increase the success of students enrolled in distance learning courses.

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

The college does not offer any courses or programs in foreign locations to students other than U.S. nationals participating in one of its study abroad programs or online courses.

Concluding Statement: Based on the information provided in this section and the supporting documents available on file, SBCC affirms that it meets Standard 4.

| Standard Four Supporting Documents | |
|---|--|
| 4.A.1.1 | College Vision Statement |
| 4.A.1.2 | College Plan 1999-2002 |
| 4.A.1.3 | College Plan 2002-2005 |
| 4.A.1.4 | New courses, certificate and degree programs developed since last accreditation |
| 4.A.1.5 | Description Online College |
| 4.A.1.6 | Description Dual Enrollment Program |
| 4.A.1.7 | Center for Management and Staff Development |
| 4.A.1.8 | CREATE workplace learning program |
| 4.A.1.9 | Analysis of demographic and economic trend data |
| 4.A.1.10 | Continuing Education Schedule |
| 4.A.2.1 | Analysis to verify courses needed to complete degree and certificate requirements within reasonable time |

| Standard Four Supporting Documents | |
|---|--|
| 4.A.2.2 | Courses offered weekdays from 8:00 a.m. – 10:00 p.m. and Saturday (see Class Schedule Spring 2002 pg. 8) |
| 4.A.2.3 | Description Online College (see 4.A.1.5) |
| 4.A.3.1 | Policy on program discontinuation |
| 4.A.3.2 | Student rights in case of program discontinuation |
| 4.A.3.3 | Program modification form |
| 4.A.3.4 | Substantial changes in program requirements/departments must develop a substitution/waiver requirement plan |
| 4.A.4.1 | Analysis of compliance with the 50 Percent Law |
| 4.A.4.2 | Policy on requests for technology |
| 4.A.4.3 | Student Campus Experiences Survey, Spring 2001 |
| 4.A.5.1 | Description of Student Services |
| 4.B.1.1 | CAC requirements for submitting proposed new curriculum programs |
| 4.B.2.1 | New program proposal form (see 4.B.1.1) |
| 4.B.3.1 | Course Study Outlines |
| 4.B.6.1 | Course Study Outlines (see 4.B.3.1) |
| 4.B.6.2 | Description of students testing and minimum requirements for CNA, LVN, ADN, HIT, Cosmetology |
| 4.C.2.1 | Philosophy, rationale, objectives for general education component (2001-02 College Catalog, pg. 46) |
| 4.C.2.2 | Requirements for new courses and programs (see 4.B.1.1) |
| 4.C.3.1 | College's philosophy for general education program and graduation requirements (2001-02 College Catalog pg. 46-50) |
| 4.C.4.1 | General Education Requirements (2001-02 College Catalog pg. 47) |
| 4.C.4.2 | Requirements for obtaining Associate Degree (2001-02 College Catalog pg. 46) |
| 4.D.1.1 | Procedure for Annual Department Reviews |
| 4.D.1.2 | District Policy on Program Reviews of Credit Academic Programs |
| 4.D.1.3 | Sample of longitudinal data related to effectiveness of programs |
| 4.D.2.1 | CAC review of courses/programs (see 4.B.1.1) |
| 4.D.2.2 | Faculty Evaluation Procedure |
| 4.D.2.3 | Technology Mediated Instruction Checklist |
| 4.D.2.4 | Documentation regarding performing course activities outside of traditional classroom setting |
| 4.D.2.5 | Student course evaluation form for distance learning classes |
| 4.D.3.1 | Course Study Outlines (see 4.B.3.1) |
| 4.D.3.2 | Title V and Course Study Outlines (see 4.B.3.1) |
| 4.D.3.3 | Course Study Outlines (see 4.B.3.1) |
| 4.D.3.4 | Grading Criteria (see 2001-02 College Catalog pg. 19) |
| 4.D.3.5 | General grading criteria/procedures (see 2001-02 College Catalog pg. 19) |
| 4.D.3.6 | Credit by exam procedure (see 2001-02 College Catalog pg. 20) |
| 4.D.3.7 | Title V and Course Study Outlines (see 4.B.3.1) |
| 4.D.3.8 | Advisory committees that review occupational educational programs |
| 4.D.4.1 | Transfer of Credit Policies (to and from SBCC) |
| 4.D.4.2 | Articulation Agreements |

| Standard Four Supporting Documents | |
|---|---|
| 4.D.5.1 | College Plan 1999-2002 (see 4.A.1.2) |
| 4.D.5.2 | College Plan 2002-2005 (see 4.A.1.3) |
| 4.D.6.1 | CAC Course and Program Approval Policies |
| 4.D.6.2 | Policies for annual program review (see 4.D.1.1) |
| 4.D.6.3 | Policies for five-year program review |
| 4.D.6.4 | Continuing Education Program Review Policy |
| 4.D.6.5 | Continuing Education Faculty Manual |
| 4.D.7.1 | Technology Mediated Instruction Checklist (see 4.D.2.3) |
| 4.D.7.2 | Procedures on Evaluation of Online Courses |

Standard Five: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Under the direction of Board-adopted policies, the institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies. Validation is evidenced by the inclusion of these policies and procedures in the College General Catalog (5.1.1), Schedule of Classes (5.1.2), Steps to Enrollment (5.1.3) and the institution's Web site. Admissions policies and procedures are available in the lobby of the Student Services building and are issued to prospective students in person or by mail at time of inquiry and application. They are also available on the Web. The institution complies with and adheres to state and federal laws and practices applicable to admission eligibility and verification of residency.

The programs that require supplemental application materials and have special admissions criteria are readily identified, and procedures for admission are published and provided upon inquiry or request (5.1.4). The institution is in the process of reviewing its policies and differentiating between policies and procedures.

The institution affirms that it recruits and admits students appropriate to each of its transfer education, occupational and vocational skills, academic skills, economic development and lifelong learning programs. An inclusive cross-functional Marketing and Recruitment team guides this effort. This team coordinates extensive marketing through direct mail, newsprint and multimedia ads, traditional and bi-lingual radio announcements, a comprehensive school relations program, participation in local business organizations, inter-segmental outreach programs such as California Student Opportunity and Access Program (CalSOAP), and

outreach by staff from special programs such as Extended Opportunity Programs and Services (EOPS), Transfer Achievement Program (TAP), College Achievement Program (CAP) and Honors. Both the credit and non-credit schedule of classes are mailed to all residences within the institution's service area and made available at strategic locations throughout the service area.

2. The institution provides all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Accurate information about programs, admissions policies, graduation requirements, and social and academic and refund policies (5.2.1) are published in the College Catalog (5.2.2), as well as other institutional publications, including the Schedule of Classes (5.2.3) and the Student Planning Guide (5.2.4). Where length of policies prohibits publication, locations for securing full-text copies are referenced in publications. Several policies and procedures and/or summaries are also issued as handouts at time of registration. The institution is in the process of publishing all student personnel policies to the institution's Web site.

In addition, individual department and general education graduation requirements are published (5.2.5; 5.2.6; 5.2.7) and distributed by the Counseling Center and other special program centers such as EOPS and DSPS. They are also published on the institution's Web site and are included in the text of degree audit reports from the Degree Audit Reporting System (DARS) (5.2.8), the Web-based degree audit system.

The Articulation Office and the Transfer Center provide access to an extensive collection articulation agreements, college catalogs, college videos, and online transfer requirement resources (5.2.9; 5.2.10; 5.2.11).

Social and academic policies are also published in the Schedule of Classes and the Student Planning Guide. All students are issued copies of the Student Rights and Responsibilities (5.2.12) and the Student Code of Conduct (5.2.13) and are directed to offices that can provide full-text copies of the student discipline and grievance procedures (5.2.14). Students facing or placed in Academic and/or Progress Disqualification are notified of their status and mailed a copy of the probation/ disqualification policy and procedures for readmission (5.2.15). Students receiving financial aid are advised of their rights and responsibilities related to loans and scholarships (5.2.16).

A Student Support Web Team is in the process of compiling and publishing online student personnel policies, procedures and forms. This project is expected to be completed by June 2002 and will assure that all students, including those exclusively served online, will be provided and/or have access to the same information as that provided via hard copy.

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

Periodic research data provided by the college-wide Student College Experiences Survey (5.3.1), combined with other methods of assessment that are conducted each semester, offer valuable insights into determining student needs. As part of the college's matriculation process, incoming students' educational support needs are identified through the use of a Counseling Service form (5.3.2) and the CAPPS form (5.3.3). Students are also provided assessment in English, ESL and mathematics to identify academic skill needs. Optional assessment of college success factors has been provided in selected courses (5.3.4), and many faculty have infused assessment techniques into their courses to identify students' learning and personal needs (5.3.5).

College Success courses (5.3.6; 5.3.7; 5.3.8) provide students with the opportunities for in-depth assessment of learning and development needs and provide orientation and referrals to support. Programs serving students with special needs, including TAP, EOPS, CAP, DSPS and the Health and Wellness Office, provide further assessment of student needs through interviews and survey instruments (5.3.9).

In addressing student needs, the institution fosters a supportive learning environment that is facilitated by a highly cooperative and collaborative working relationship between student services, learning support services and instructional faculty. The institution has assigned two deans representing both instructional and student services backgrounds to co-chair a Student Success cross-functional team. As a result, many faculty have committed to proactive infusion of student development and learning concepts and practices into their curriculum and to referral of students to support services. The combining of Student Affairs and Academic Affairs into one Educational Programs Division in July 2000 further enhanced the institution's effectiveness in developing an environment conducive to student success.

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success that is represented on the SBCC Student Flow Model (5.3.10) and implemented under comprehensive Student Success (5.3.11) and Matriculation Plans (5.3.12). The institution is proud of the scope and depth of its co-curricular services and programs to address student needs. Co-curricular services are described in the Student Planning Guide (5.3.13) and the Bilingual Student Planning Guide (5.3.14). These services include: Admissions and Records Office, Articulation Office, Assessment Center, CARE Program, Career Advancement Center (career counseling and job referral), Degree Audit Office, DSPS, EOPS, Counseling Center, Financial Aid Office, Health and Wellness Center (physical and mental health and education), Housing Office, Learning Resource Center, Student Activities Office, and the Transfer Center (5.3.15).

Regular orientation sessions are required for all new matriculating students. Orientation sessions held on local high school campuses, and one-day assessment/orientation/advising sessions held on SBCC's campus have proven quite effective, as has the recently added online Web-based orientation, which is gaining in student use (5.3.16). Several occupational programs offer supplemental orientations addressing the unique needs of their students and curriculum.

Basic skills and student success curriculum is offered through the English skills, mathematics and personal development departments. The Learning Resource Center (5.3.17) provides tutorial services, computer labs, an online writing lab (OWL), learning assistance through video and other materials, and courses in grammar, reading, spelling, study skills and vocabulary.

Counseling and advising are provided through the Counseling Center, Transfer Center, Career Center, DSPP, EOPS and the Health and Wellness Center. Academic counselors are available five days and four evenings a week eleven months of the year. They are available five days a week during the month of July. Counselors assist students in developing an academic plan to achieve educational goals; in the selection of courses (5.3.18; 5.3.19); and in career decision-making through assessment, individual counseling and personal development classes. They also provide counseling to students experiencing personal crisis; assist students in academic difficulty to identify ways to improve their performance; assess students' educational needs and refer them to appropriate support services; provide orientation to college services, policies and procedures; and assist students in preparing to transfer to four-year universities and colleges.

The Financial Aid Office serves students with financial needs. The Career Advancement Center also provides extensive assistance with on-campus and off-campus job referral, internships, and experiential and service learning.

Scheduled follow-up communications and activities encourage students to monitor their progress and to seek support in achieving their educational goals in a timely manner (5.3.20; 5.3.21; 5.3.22).

Continuing Education's "Steps To Education Program" (STEP) is managing the ESL Transition Program. The program is designed to encourage and assist Continuing Education students to enroll in the credit program. The program includes informing, recruiting, assisting, testing, and taking students on tours of SBCC. Staff visit ESL classes to inform students of the opportunities at SBCC. They provide informational meetings at numerous locations. Students are assisted in completing the application for enrollment and the financial aid forms. Students can sign up for ESL assessment tests at the Wake Center and Santa Barbara High School. Students then attend an orientation meeting and tour the campus.

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Students are invited to participate as full-voting members on committees representing the shared governance model that characterizes the college decision making process. The Associated Student Body is actively involved and included in the consultation process on issues that affect students (5.4.1). Part of the Student Services Program Review process (5.4.2), students are surveyed to assess their satisfaction with services and to provide input into the planning and evaluation of these services. The institution employs a substantial number of students through its college work study programs and hourly classified services.

These students are frequently asked to and do provide input into student support and development services.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

SBCC uses the College Test for English Placement (CTEP) plus a writing sample for placement into reading and writing classes, the Mathematics Diagnostic Testing Project (MDTP) for placement into math classes, and the Combined English Language Skills Assessment (CELSA) plus a writing sample for placement into ESL classes. All these tests and writing samples have been validated and approved for use both locally and statewide. All tests and writing samples have been validated for content, criterion and/or consequential validity, and for reliability. Each test instrument has been reviewed for bias. This extensive research was conducted at SBCC as well as at other California community colleges. State approval is current for all test instruments.

In addition, SBCC uses multiple measures for placement into all English, math and ESL classes. Placement equations, test instruments, and distributions of placement are reviewed regularly.

6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

The institution strives to provide appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method. This is true for its campus-based students as well as distance-learners and learners with special needs (i.e. students with disabilities and students with limited English proficiency). Wherever possible, both on-campus and online services encourage student independence and autonomy in securing information, while providing personal support by walk-in, appointment, phone, correspondence or e-mail for those students needing additional assistance.

Considerable resources have been applied to ensure that distance learners as well as students using campus-based services have full access to support services. A comprehensive Student Support Web site (5.6.1) has been developed and is maintained and enhanced by permanent staff dedicated to the support of Web-based and online services that are available to all students. Support staff have also been employed to assist students with student support needs, and counselors have been appointed to provide online guidance. All co-curricular student support services and programs are represented to varying degrees of sophistication on the college's Web site. All Student Support Web pages are expected to meet accessibility standards and are evaluated annually (5.6.2). Each year, as both technology and staff expertise progress, these pages improve. The institution provides all Web developers with assistance on how to make Web content accessible to individuals with disabilities. Providers of student support services regularly attend or participate in training on technology-mediated support services. Online advising is in a pilot phase involving several counseling faculty and support staff.

A Web-based housing referral service (5.6.3) has been in place for several years as has Web-based orientation to the college (5.6.4). Counseling faculty and staff are systematically adding online student support learning modules that can be accessed through the Web. An online career planning course (5.6.5) has successfully engaged hundreds of students in career planning for the past several years. Campus Pipeline (5.6.6) has been introduced on a pilot basis and is expected to be available to all students in fall 2002 providing universal e-mail and focused communications from both instructors and student support staff. With the introduction of DARwin (5.6.7) in Spring 2002, all students will have Web-based access to monitor their academic and degree progress. Third-party career planning, financial aid and academic planning resources are being converted to Web-based formats and are being made available to students regardless of their location.

Access to computers has remained a high priority, and open access terminals have been installed in the Student Services building while many of the college's computer labs serve students in proximity to their classes.

In keeping with mainstreaming principles, Optelec reading devices have been installed in several student support centers for the visually impaired, and all student support programs provide services to those with physical and/or learning disabilities, with or without direct support from DSPS staff.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

The institution has identified and serves the diverse needs of its students with a wide range and depth of both traditional and specialized educational programs and learning support services as profiled on the institution's Student Support Web site, Student Planning Guide (5.7.1) and Bilingual Student Planning Guide (5.7.2). The Web site cross-references programs and services with thematic topics related to student success (5.7.3).

The institution has been proactive in creating and maintaining a campus climate, which serves and supports its diverse student population, and in modeling respect for diversity. With diversity and global understanding as a community value, the institution enrolls students from more than 40 countries, sponsors an annual lecture in honor of a student victim of a racially motivated hate crime, fosters diverse cultural, religious and special interest clubs, and sponsors cultural events such as Cinco de Mayo, International Student Day, Dia de los Muertos, Black History Month, Martin Luther King Day, Women's Day and Native American Day (5.7.4). A Study Abroad program, and a college-wide forum that focus on tolerance and awareness of diverse cultures, also foster cultural diversity.

The institution is responsive to the diversity of socio-economic and educational background needs, as evidenced by the EOPS/CARE program, TAP, CAP, Honors Program, Multi-cultural English Transfer Program (MET), and ESL curriculum.

Services to students with special needs include the Athlete Academic Support Program, CARE, DSPTS, EOPS, Honors Program, International Student Support Program, CAP, TAP, University of California at Santa Barbara Transition Program and a Veterans Office.

Services to students with disabilities enrolled in credit or non-credit classes are provided or coordinated by DSPTS. DSPTS services may include alternative testing, special parking, note-takers, readers, writers, interpreters, proof-readers, tutors, mobility aides, equipment loan or adaptive listening devices.

Recognizing that a climate of diversity extends beyond culture and language, the institution does not tolerate discrimination based on race, color, religion, gender, ancestry, marital status, age, physical or mental status, status as a Vietnam-era veteran, sexual orientation, ethnic group identification, creed or national origin in any of its policies, procedures or practices, and proactively seeks to address violations in a timely and responsive manner (5.7.5).

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

The Student Activities Office provides a wide range of programs that foster intellectual, ethical, and personal development for all students and encourage personal and civic responsibility. The primary areas of responsibility of the Student Activities Office include providing professional direction to the Associated Student Body and coordinating lectures, forums, entertainment, athletic game productions, and cheerleading programs. Additionally, there is close coordination with several other departments (Intramurals, Health and Wellness Program, Counseling, EOPS, Theater, and Music) to provide co-sponsored offerings.

A wide array of clubs and student organizations (5.8.1; 5.8.2), such as the Associated Student Body, Student Senate, Phi Theta Kappa and the Honors Fellowship, provide students with leadership development and service opportunities. Project HOPE, sponsored by the Health Services and Wellness Program, engages students in peer education about healthy lifestyles (5.8.3).

51, £ÀûÉç offers a comprehensive intercollegiate athletic program. While assisting student athletes in acquiring advanced physical and team skills, an emphasis is placed on students' progress in obtaining educational goals in a substance-free environment. Participation teaches such fundamental concepts as teamwork, responsibility, self-realization, and adherence to standards.

The institution encourages students to participate in volunteer service through its Associated Student Body Community Services Volunteer Program and Service Learning Program (5.8.4), which provide opportunities for students interested in career exploration, servicing the community and self-growth. The Career Advancement Center, DSPTS and Service Learning Office sponsor an annual Helping Hands Day that brings representatives from non-profit and community service agencies on campus to meet with students.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Records are kept in accordance with the requirements outlined in the Attendance Accounting Procedures Manual issued by the California Chancellor's Office. Non-disposable records are kept in the office for a certain period of time and then microfilmed. Students' historical grade data are readily available. Applications and other materials kept in students' folders are discarded after a student has not been in attendance for three years.

Student records are maintained in several places. Student folders that contain applications, counseling notes, student petitions, requests for verifications and correspondence are maintained in a fireproof vault in the Admissions Office. Archival permanent records (academic records for students enrolled prior to Summer 1983) are also kept in the vault.

Instructor records are maintained in the vault for three years, then microfilmed and discarded. Two copies of the microfilms are made. One is kept in the Admissions Office, the other in a fireproof vault in the Administration Building.

Current semester and historical grade information is maintained by the Information Resources Division and accessed only by a series of passwords. Backup records are kept on tape and maintained in a fireproof vault in the technical service area. Tapes are made daily and transported daily to the vault in a two-week cycle. Additional weekly (five cycles) and monthly tapes (24 cycles) are also maintained in the fireproof vault.

Student records are accurate, complete and permanent, except in the case of grade changes. Grade changes are initiated either by the instructor or through student petition requiring instructor approval. They must be administratively approved. Grade changes may only be made in the case of instructor or clerical error.

Students' academic history is available in the college student information system for enrollments on or after summer 1983. Grades obtained prior to summer 1983 are on permanent record cards, which have also been microfilmed.

Student biographical information is entered into the college student information system by staff at time of application or by the student using the online application. While online applications cannot be submitted if information is missing, paper applications often are received with incomplete information. Students are contacted to provide the missing items. Reasonableness checks on the application data are done periodically. Selected fields are updated at registration and students may request to have personal information changed at any time. Changes are made on hard copy and are subsequently entered into the student information system.

Student historical data are updated at the close of each semester. Some records are maintained permanently in accordance with education code regulations. Others are discarded in accordance with guidelines for disposable records.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

The Educational Programs division has implemented the statewide concept of Student Services Program Review (SSPR) (5.10.1). A plan was developed and adopted by the Board of Trustees. The plan has a three-year rotation basis, which coordinates with the six-year accreditation process. Each area will have completed its second SSPR by the time it prepares its 2002 accreditation report. In addition, special programs such as the Transfer Center, EOPS, DSPS and Financial Aid conduct regular evaluations of their programs to ensure that minimum standards are met or exceeded (5.10.2; 5.10.3; 5.10.4; 5.10.5).

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 5.

| Standard Five Supporting Documents | |
|---|---|
| 5.1.1 | College Catalog |
| 5.1.2 | Schedule of Classes |
| 5.1.3 | Steps to Enrollment |
| 5.1.4 | Supplemental Applications |
| 5.1.5 | District Policies Manual - Student Personnel |
| 5.2.1 | Policies on Student Fees |
| 5.2.2 | College Catalog (see 5.1.1) |
| 5.2.3 | Schedule of Classes (see 5.1.2) |
| 5.2.4 | Student Planning Guide |
| 5.2.5 | Requirements for Associate Degree |
| 5.2.6 | General Education Requirements |
| 5.2.7 | Institutional Graduation Requirements |
| 5.2.8 | DARS Degree Audit Reports |
| 5.2.9 | Transfer Center Handouts (copies of CSU & IGETC Certification) |
| 5.2.10 | Transfer Center Handouts (General Education Articulation Agreement) |
| 5.2.11 | Transfer Center Handouts (General Education Breadth Pattern & Transfer Courses for CSU) |
| 5.2.12 | Student Rights and Responsibilities |
| 5.2.13 | Standards of Student Conduct |
| 5.2.14 | Student Grievance Procedures |
| 5.2.15 | Student Success- Petition for Readmission to SBCC |
| 5.2.16 | Financial Aid Rights and Responsibilities |
| 5.3.1 | Student College Experiences Survey, Spring 2001 |
| 5.3.2 | Counseling Service Form |
| 5.3.3 | CAPPS Form |
| 5.3.4 | SASSI and CSFI Surveys |
| 5.3.5 | FSS Grants: Student Development; Gateway |
| 5.3.6 | Student Success- PD100 College Success |
| 5.3.7 | Student Success- PERDV40-Educational Planning for Student Athletes |
| 5.3.8 | Student Success- Course Outline for PERDV100 |

| Standard Five Supporting Documents | |
|---|--|
| 5.3.9 | Health Survey |
| 5.3.10 | Student Flow Model |
| 5.3.11 | Overview of SBCC Approach to Student Success |
| 5.3.12 | Matriculation Plans |
| 5.3.13 | Student Planning Guide (see 5.2.4) |
| 5.3.14 | Bilingual Student Planning Guide |
| 5.3.15 | Brochures Student Service Programs |
| 5.3.16 | www.sbcc.edu/orientation/ |
| 5.3.17 | lss.sbcc.edu |
| 5.3.18 | Student Success - Form for Individual Education Plan |
| 5.3.19 | Student Success - Student Athlete Individual Plan |
| 5.3.20 | Student Success - Individual Education Plan (postcard to first semester students) |
| 5.3.21 | DARwin Progress Checks |
| 5.3.22 | Student Rights and Responsibilities (see 5.2.8) |
| 5.4.1 | Associated Student Body List of Committee Assignments |
| 5.4.2 | Program Reviews for Various Student Services |
| 5.6.1 | www.sbcc.edu/home/current/ |
| 5.6.2 | www.sbcc.edu/home/fs/training/webstandards/ |
| 5.6.3 | www.sbcc.edu/home/current/housing/index.cfm |
| 5.6.4 | www.sbcc.edu/orientation/ |
| 5.6.5 | online.sbcc.edu/login.cfm |
| 5.6.6 | cp.sbcconline.edu/cp/home/loginf |
| 5.6.7 | DARwin Description |
| 5.7.1 | Student Planning Guide (see 5.2.4) |
| 5.7.2 | Bilingual Student Planning Guide (see 5.3.13) |
| 5.7.3 | www.sbcc.edu/home/current/ |
| 5.7.4 | Documentation about Celebration of Various Ethnic Holidays |
| 5.7.5 | Non-Discrimination Policy – 2001-02 College Catalog Pg. 26 |
| 5.8.1 | Student Clubs and Organizations; Programs from End of Year Banquet |
| 5.8.2 | Minutes Associated Student Body |
| 5.8.3 | Project HOPE Brochure |
| 5.8.4 | Service Learning |
| 5.10.1 | Program Reviews for Various Student Services (see 5.4.2) |
| 5.10.2 | Transfer Statistics Analysis of Transfer Students from SBCC to Four-year Institutions |
| 5.10.3 | Transfer Center Annual Progress Reports |
| 5.10.4 | Transfer Effectiveness Plan 1999-2000 |
| 5.10.5 | Financial Aid Reviews by State/Federal Agencies - "California Student Aid Commission- Program Compliance Review" |

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

SBCC places a very high value on the acquisition and support of information and learning resources; required technology infrastructure support; and student, faculty, and staff training on the appropriate application of information and learning resources and services. Based on the detailed responses to the sub-standards below, SBCC certifies that it meets the requirements of Standard 6.

6.1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Library

The library has a print collection of 107,837 volumes of which 2,425 are new volumes added in 2000-01. The print periodical collection's current subscriptions amount to 354. Faculty requests for print materials remain strong, and the library has not been able to buy everything that faculty recommend. Last year, for example, 573 titles with a dollar cost of \$37,329 were requested but could not be ordered due to budget limitations. There are Board-approved policies on Collection Development and Disposal of Discarded Library Materials. A continuous weeding program is the responsibility of the Saturday Reference Librarian, and faculty are called to review books selected for withdrawal before a final decision is made. There is a team of two volunteers (retired library staff members) who do a continuous inventory of the print collection.

In 2000-01 a collection of about 8,000 electronic books was purchased through the Bibliographical Center for Research (BCR). About half of these are netLibrary books and the other half are public domain e-books supplied through netLibrary. Almost all of these titles are cataloged in the library system OPAC, and work continues on entering the remainder of the titles into the system. Because of the uncertainty of netLibrary's future, the library is reluctant to over-publicize these resources.

The library also subscribes to the ProQuest periodical indexing/full-text system via the California Community Colleges/California State University consortium. Our subscription includes Research Complete, National Newspapers and Cumulative Index to Nursing and Allied Health Literature. These subscriptions add about 1,700 titles to the library's periodical holdings (6.1.1).

Learning Support Services (LSS)

Prior to Project Redesign in 1995-96, several "centers" were housed in the Learning Resource Center (LRC). After Redesign, the following service areas were placed under the

umbrella of Learning Support Services and assigned a new Director of Learning Support Services (LSS):

- Tutorial Center
- Academic Skills Center
- Learning Assistance Center
- Writing Lab

LSS also received funding for a new full-time Laboratory Teaching Assistant (LTA) position, raising the total to two. The room formerly used as a tutorial center was converted to a computer classroom, bringing the number of LSS rooms to two. A tutor training course was instituted. The director and staff set out to manage the LRC facility in a more coordinated and consistent way in an effort to assist faculty and students in the use of learning support of all kinds.

Tutorial Center

The Tutorial Center grants and oversees tutorial allocations and paperwork and works with faculty and students to improve tutoring on campus. Currently, SBCC has approximately 150 tutors on the payroll, working in nearly all disciplines.

Academic Skills Center

The Academic Skills Center provides self-paced, tutor-assisted courses in vocabulary, study skills, grammar, spelling, and reading. Enrollment in these classes has declined since they were first established. The financial support of this area has also dropped.

Learning Assistance Center (LAC)

LAC checks students into the facility and distributes educational materials in several media: videos, audio tapes, and texts. The LAC has 8,400 video titles (all listed on an online database) covering all academic disciplines. Since January 2001, holdings have increased by 514 titles (6.1.2).

Faculty Resource Center (FRC)

FRC provides faculty training, courseware development, and production activities on campus. During the 2000-01 academic year, the FRC's total number of contacts and total hours spent with faculty on training, development, and production almost doubled compared to 1998-99 (6.1.3).

Online College

The Online College offers students a convenient, customized alternative to traditional classes. Tailored to meet the needs of students' lifestyles, courses can be completed via the Internet on students' own time at home or in campus computer labs. Students can now choose from over 60 online courses that offer highly personalized instruction, ideal for the self-learner. Learning, research and discovery of new knowledge are at the students' fingertips.

Currently, the Online College is offering two different types of courses, the hybrid course and the fully online course. The hybrid course is defined as having both an online component and some on-campus meetings. Many of these hybrid courses meet just for orientations, midterms and final exams. The fully online course has no campus meetings;

orientations and/or tests are administered online. Faculty meet with students online, employing a number of different electronic communication tools, the most prevalent of which are e-mail, bulletin boards and chats. Ninety percent of SBCC's online courses are taught using WebCT, which incorporates communication tools, course delivery and assessment tools.

Online course offerings have grown from 33 in the spring 1999 semester to 64 offered in spring 2002. Enrollments grew from 853 in spring 1999 to 2,784 in spring 2002. The Online College at SBCC offers the motivated, self-disciplined, committed student a viable alternative to the traditional learning experience (6.1.4).

The Campus Pipeline Pilot Project

In fall 2000, SBCC made the commitment to pilot student portal technology. The purpose of the student portal is to provide a single integrated point for useful and comprehensive access to information, people, and processes. It provides both a personalized and customized user interface to access internal and external information. The intent is to produce a student portal that could be used for a variety of activities, which generally fit into the following categories:

- gateways to information
- single point of electronic communication access for constituent groups
- campus learning/community hub
- single point of authentication for Web-based services

After researching several different portal technologies, SBCC decided to pilot Campus Pipeline. A grant from the Chancellor's Office Fund for Student Success was obtained to fund a year-long pilot project. A team of 12 faculty members was selected to develop an implementation planning component for the student portal. The Pilot Project Team was tasked with the following objectives:

- Produce a course hub (links to syllabus, course info, lecture notes, review note, etc.)
- Encourage student participation
- Incorporate electronic communications
- Collect and report information on student usage
- Conduct evaluation of SBCC Pipeline
- Make recommendations for campus-wide implementation
- Develop a faculty training component

After a successful pilot of Campus Pipeline in the spring 2001 semester, the pilot continued during fall 2001 involving 3,500 students. In spring 2002, the pilot size was increased to 5,000 students, and in fall 2002 Campus Pipeline will become available to all credit students (6.1.5).

Staff Resource Center (SRC)

SRC provides technology training for SBCC faculty and staff through classroom-based instruction, CD-ROM distribution of training coursework, and Web-based delivery of a comprehensive training program using NetG technology training materials offered through the California Community College Foundation. On average, four classroom-based courses

are offered each month in the SRC, which houses ten instructional workstations. A Technology Training Coordinator within the Information Resources Division of the college manages this facility. In 2000-01 more than 100 individual faculty and staff members received training through SRC (6.1.6).

Information Resources Division (IRD)

IRD supports the college's technology infrastructure, including the following: network backbone and distribution wiring and communications equipment; local area networks; wide area networks and Internet access; instructional and administrative servers; instructional labs; mediated classrooms; faculty and staff desktop computers; media services; campus office automation software; administrative applications development and maintenance; helpdesk and user support; and technology training for faculty and staff (6.1.7).

6.2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Faculty involvement in the selection of new library materials is encouraged by the distribution of recommender cards from Booklist and Library Journal to selected faculty from each department (usually including the department chairs), as well as routing of advertising material. A print publication, New Books, is distributed to the faculty each month.

LSS Resource Repositories have been developed based on faculty requests for instructional support materials. These resources include:

- Books, tapes, and computer programs for the Academic Skills classes
- Videos (8,400) for all disciplines
- Audio tapes (specific disciplines: e.g., biology)
- Laser disks (film studies)
- Digital video disks (film studies)
- Instructional printed materials for various programs and disciplines (e.g., work experience handouts)
- CD-ROMs for specific disciplines (e.g., music, psychology, and English skills) as well as some from various disciplines that are bundled with textbooks

FRC provides a number of resources for faculty to use in the construction of their materials. These resources are developed based on faculty needs, and include:

- Web-based tutorials (frc.sbccc.edu/FRC/onlitut.html) constructed by the FRC staff and links to other institutions' online resources
- CD-Rom clip art
- British Broadcasting Corporation sound effects library
- Commercial library music (needle drop-fee based)
- Gyrus resource development site (www.studenthub.org)
- Curriculum development intranet Web site (repository of all college credit course outlines -- curr.sbccc.edu)
- Assistive technology software for faculty or instructional support staff with disabilities

Planning for Technology

The Instructional Technology Committee (ITC) is an Academic Senate Committee comprised of 15 faculty members, two staff members and two administrators. The committee meets twice a month for two hours during the spring and fall semesters and is charged with providing leadership for institutional technology planning, reviewing proposals and making recommendations for funding for requests to acquire computer technology, and providing guidelines for campus-wide software and platform upgrades and decisions. The committee reviews proposals from the Educational Programs Division and submits recommendations to the district-wide technology planning committee.

The District Technology Committee (DTC) is the college governance committee responsible for recommendations concerning technology policies, priorities, and resource allocations. DTC consists of five vice presidents, four deans/directors responsible for technology directions, and eight faculty representatives, including the Chair of ITC and the Director of FRC. DTC reports to CPC. CPC makes final recommendations to the Superintendent/President concerning district planning, policies, and resource allocation decisions (6.2.1, 6.2.2).

The Web Committee is charged with the design, planning, and prioritization of Web development within the institution. This group includes the process owners for the three major components of SBCC's Web development: the SBCC Internet site (www.sbcc.edu); the Campus Pipeline student portal and Online College framework; and the college Intranet.

The Change Management Technical Team is an advisory committee to the Superintendent/President on the application of technology within the institution. This group includes: the Vice President of Information Resources; the Dean of Educational Technology; the Senior Director of Applications Development and Support; the Director of Institutional Technology, Networks, and Telecommunications; and the Business Services Process Manager (6.2.3).

6.3. Information and learning resources are readily accessible to students, faculty, and administrators.

The library's schedule ensures extended access during the fall and spring semesters and day access during the summer session. Access to Horizon and ProQuest is available 24/7 to students and faculty. In addition, the library is equipped to provide adequate access to students with disabilities. Planning is underway to add more computers to the Internet Lab, word processing computers in the Typing Room, and electricity and network access to 25 existing carrels for individuals with their own laptops as part of the expansion of Campus Pipeline in 2002-03. All the library's print materials, including periodical titles, music library materials, and cross-references to all the Vertical File subject headings are cataloged via OCLC into OPAC, Horizon.

LSS has several computer and tutorial labs. Computer Assisted Instructions labs (CAI 1 and 2) are computer classrooms that support faculty in English, English skills and graphics (and other disciplines on an appointment basis). Each of these labs has 36 Macintosh stations, which are managed by a server and provide a broad range of applications to the users,

printing as well as projection from the teacher stations. The labs are available from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday.

The Writing Lab is open Monday through Thursday from 9:00 a.m. to 7:00 p.m., on Friday from 9:00 a.m. to 3:45 p.m. and on Saturday from 9:00 a.m. to 5:45 p.m. The lab is staffed with 12 tutors. Tutors in this facility assist students from all disciplines, honing skills necessary to complete writing assignments successfully. Aside from those with advanced degrees, these tutors are required to complete Tutoring 199.

The Tutorial Lab in the LRC supports all disciplines and is open Monday through Thursday from 8:00 a.m. to 7:45 p.m.; Friday from 8:00 a.m. to 3:45 p.m.; and Saturday from 9:00 a.m. to 5:45 p.m. Some disciplines, such as mathematics and sciences, have their own tutorial labs, but the majority of disciplines offer tutoring in LRC. This lab is available for small group and one-on-one tutoring. Larger groups may schedule the use of the conference room (LRC 108). Tutors are encouraged to take Tutoring 199, a training seminar.

The Computer Commons has 32 Macintosh stations and 32 PC stations, providing general computer access for all disciplines, the only lab on campus to do so. These computers are supported by two LTAs and a staff of trained student tutors. LSS has also designed a number of online and LAN tutorials that provide basic modular instruction to students using the computers.

In addition to the tutoring provided in Writing and Tutoring labs, tutorial support is available as follows:

- **Academic Skills:** These are self-paced classes in reading, vocabulary, spelling, study skills, and grammar.
- **Computer Commons, Library, and CAI labs:** Tutors in the Commons, the Library, and the CAI labs are trained regularly, on the job and at monthly meetings; they are also assessed midway and at the end of each semester. Tutors gain technical as well as pedagogical skills in their training. Much effort over the past two years has gone into formalizing the training and supervision of these tutors and the results have been excellent.
- **Pipeline and Studenthub:** Computer tutors also support Pipeline, the main online communication conduit for students and faculty. Additionally, tutors are trained in the use of Studenthub, an in-house online application that assists students with academic task management, online research, and general learning skills. Students are encouraged to use the research tool in Studenthub in the library, where the staff is trained in research strategies. In addition to the Computer Commons, the LRC houses many discipline-specific or general-purpose computer and media stations.

Instructional Computer Labs are in place for 20 departmental labs, supporting both specific instructional disciplines and general computer access. These labs provide student access to more than 900 computer workstations. The labs are in most part managed by Instructional Computer Lab Coordinators (ICLC), who are knowledgeable in both technology and discipline-specific applications. The ICLCs report to the Dean of Educational Technology.

Technology Mediated Classrooms are in place in 12 classrooms on campus. The majority of these classrooms are large lecture halls. The Media Services department with the Information Resources Division provides training and support of the equipment used in these classrooms (6.3.1).

Section 508 and American with Disabilities Act Technology Access Compliance within the college is coordinated through SBCC's Assistive Technology Specialist. Funding of \$10,000 per year is provided by the District Technology Committee to support access compliance solutions (6.3.2).

6.4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Over the past several years, the institution has used Partnership for Excellence funding to increase the support for instructional technology, administrative applications, and the campus technology infrastructure. Through its hiring process and staff development, the college ensures that the staff in the areas of information and learning resources are well qualified (6.4.1).

In addition, the college emphasizes and supports continuous professional development and growth for faculty and staff. The following training and development projects highlight the FRC's efforts to support faculty in moving from an ancillary to a more integrated use of technology in instruction.

Weekly training: FRC provides weekly training workshops throughout the fall and spring semesters. Training includes instructional Web page design, strategies for using classroom presentation software, handling the communication overload, and strategies for online collaboration and discussion (6.4.2).

Summer Institute: These workshops are generally reserved for faculty who are constructing online courses for the college. Activities usually take place during the two-week break between the spring and summer terms. Over the past three years, more than 40 faculty members have participated in these intensive online course development workshops.

Flex activities: Currently, most flex training activities occur just prior to the beginning of the spring term. However, there are discussions underway between faculty and the college administration that may change the faculty calendar so that there are three equal terms each year with flex activities occurring throughout the year. Flex offerings are similar to the training FRC provides during the regular calendar year. The Faculty Enrichment Committee and the college's administration provide suggestions regarding the type of training to be provided.

Sabbatical support: FRC staff support, in a variety of ways, faculty members whose sabbaticals include a technology component. Support includes both idea technologies (e.g., Webquests), and technology components (e.g., the production of streaming videos to support classroom activities).

Campus Pipeline faculty training: Campus Pipeline will not only serve as the students' portal to information, it will also be used as a teaching tool for faculty. 30 faculty participants in this project have formulated a set of guidelines that indicate how faculty can best utilize this portal to enhance their courses. FRC will help implement their recommendations.

Faculty Professional Development (PD) Seminar: The faculty PD Seminar has been proposed as a series of self-paced lessons that contract and adjunct faculty will complete as part of their in-service with the college. The seminar focuses on teaching strategies for student success and on college information pertinent to instruction.

6.5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

SBCC sets aside funding in the equipment replacement fund to support the ongoing renewal of technology and general equipment. Annual funding of \$1.22 million is provided for technology equipment replacement, and an additional \$1.2 million is provided annually for regular equipment replacement. These amounts are secured from sources including lottery funding; instructional equipment replacement funding; block grant funding; and the district general fund. The district has also developed a two-year reserve in the equipment replacement fund to support the ongoing renewal of equipment, even if lottery revenues and other state-support funding mechanisms should not be forthcoming. This level of funding puts the district on a four-year replacement cycle for computer technology equipment, and 12 years for regular equipment replacement.

Financial support of the library has remained constant at about 1.2% of the overall college budget. Operating budget increases have been low. The budget for materials increased by \$44,000 in 1998 from what was supposed to be continuing money for instructional equipment, cancelled in 2002 by the governor. The book budget continues at the same level it has been for the last 15 years -- \$43,000. This level is inadequate to meet the requests for library materials. The Technology and Technologies Infrastructure Program (TTIP) funding (\$37,300) is expected to be available for several more years and is used to fund electronic database subscriptions. Every effort is made to buy subscriptions through consortium arrangements (e.g., BCR, Library of California, California Community Colleges/California State University) to keep costs low. The overall lack of adequate funding is a major source of continuing concern, especially as the library buys more electronic services and materials.

The Tutorial Center has an annual budget of \$363,068, which supports both student and staff (6.5.1).

6.6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

The library subscribes to a number of electronic databases mostly via the California Community Colleges/California State University consortium, BCR, and the Library of

California. Letters are sent each fall to faculty informing them of the resources available, with follow-ups done at least once per year notifying them of changes. The electronic databases are IP authenticated so they are available from anywhere on campus, including faculty offices. The usage statistics (except for ProQuest, which is heavily used) are sketchy and sometimes non-existent. The library's Collection Development policy includes a statement that the Internet workstations are not filtered, and, even with the recent legislative changes, this policy is expected to be preserved.

6.7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Library

The evaluation of library services and resources is accomplished via a survey periodically administered to faculty and students, and to users and non-users. The last two surveys were administered in 1997 and 2000. All scores were good/excellent except for the adequacy of the book and periodical collections and the photocopiers. The good/excellent scores increased in 2000 for every single area that was included in both versions of the survey. Service area scores were 92% good/excellent for Circulation and 84% for Reference. The library has addressed the collection problems by acquiring electronic books, ProQuest and other electronic databases. In addition, the library completes an annual program assessment, which is included in year-end Educational Technology Division meetings with the Superintendent/President and the Executive Vice President of Educational Programs (6.7.1).

Learning Support Services

LRC tracks students' use of the facility by student, class supported, materials/resources used, and duration of visit. The information is collected and stored using a locally developed FilemakerPro database. The information is valuable to instructors who request reports of student activity. LRC also collects from this same database statistics for zero-unit lab access. Additional databases track video holdings (accessible on the Web), computer installation and maintenance, and computer applications. It is expected that a newly developed database called Zero Unit Lab Utilization (ZULU) will integrate in the near future the collection and tracking currently done in multiple databases. In addition, LSS completes an annual program assessment, which is included in year-end Educational Technology Division meetings with the Superintendent/President and the Executive Vice President of Educational Programs (6.7.2).

Faculty Resource Center

FRC has conducted a number of formal evaluation studies of its services and resources, including the following: WebCT; Online College; Campus Pipeline; workshops and institutes; and Gyrus. FRC also completes an annual program assessment, which is included in year-end Educational Technology Division meetings with the Superintendent/President and the Executive Vice President of Educational Programs (6.7.3).

Based on these program assessment activities, the FRC has developed the following plans for future development and support.

- Provision of additional consultation, training, courseware development, tracking, and assessment activities since development and implementation of faculty Individual Academic Plans will increase FRC workload and the opportunity to work closely with a greater number of faculty;
- Increased development of online access to training and evaluation materials for beginner, intermediate, and advanced SBCC faculty who live at a distance.
- Expansion of training from weekly, single-session format workshops to intensive sequence of three-four workshops, three to four hours per workshop;
- Implementation of college student portal (Campus Pipeline);
- Provision of flex training to be offered throughout the entire calendar year, i.e., July 1 to June 30, rather than just the week prior to the spring term, if college calendar changed to three equal terms;
- Development of both self-assessment processes and instruments for faculty to use in evaluating the effectiveness of Technology Mediated Instruction (TMI) in their classrooms/labs and in online courses;
- Conversion of 12-13 week Professional Development Seminar information into Web-based, stand-alone instructional modules;
- Consideration of design and combination of FRC offices/space limitations as they affect FRC staffs' ability to support faculty.

Online College

Every year, the Director of Institutional Assessment, Research, and Planning conducts a formal evaluation of student demographics, course completions, and student satisfaction with online college courses. The Educational Programs Division uses these reports to refine instructional design and delivery strategies for SBCC's online courses (6.7.4).

Campus Pipeline Student Portal

Each semester, the Director of Institutional Assessment, Research, and Planning conducts a formal evaluation of the student and faculty satisfaction with this service (6.7.5).

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 6.

| Standard Six Supporting Documents | |
|--|---|
| 6.1.1 | Library End of Year Report |
| 6.1.2 | Learning Assistance Center End of Year Report |
| 6.1.3 | Faculty Resource Center Annual Report |
| 6.1.4 | Online College Report |
| 6.1.5 | Campus Pipeline Implementation Plan |
| 6.1.6 | Staff Resource Center Annual Report |
| 6.1.7 | Information Technology Plan |
| 6.2.1 | Equipment Replacement Plan |
| 6.2.2 | Policy on Equipment Replacement |
| 6.2.3 | Descriptions of ITC and DTC |
| 6.3.1 | Student Labs |

| Standard Six Supporting Documents | |
|--|---|
| 6.3.2 | ADA Policy |
| 6.4.1 | List of Positions and their Descriptions for Personnel in Information Resources Division, Institutional Research, Library |
| 6.5.1 | Combined Budgets for IRD, Library, Equipment Replacement |
| 6.7.1 | Library End of Year Report (see 6.1.1) |
| 6.7.2 | Learning Assistance Center End of Year Report (see 6.1.2) |
| 6.7.3 | Faculty Resource Center Annual Report (see 6.1.3) |
| 6.7.4 | Evaluation of Online College |
| 6.7.5 | Evaluation of Campus Pipeline (Spring 2001, Fall 2001, Spring 2002) |

Standard Seven: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

All members of the faculty and staff are extremely well qualified and have the necessary academic background and experience to carry out their duties as prescribed by Santa Barbara City College.

The college's selection program for faculty and staff has resulted in a highly qualified, professional, and diversified staff. All faculty members meet the minimum qualifications provided by the state for their respective discipline. Certification of possession of the appropriate degrees and experience is made at the time of committee review and selection. The college has a sufficient number of faculty and staff to provide for an effective instructional program. A review of staffing data shows that the college has a very stable workforce and there have been no layoffs. There has been a steady increase in faculty and staff. For example, the number of regular faculty has increased from 186 in 1996-97 to 217 in 2001-02 and the number of classified employees has increased from 252 in 1996-97 to 261 in 2001-02. There has been an equally large increase in part-time faculty members: from 329 in 1996-97 to 414 in 2001-02. The college has a high ratio of full-time to part-time faculty compared to other community colleges in the state: 62.5% (7.A.1.1). The number of managers has also increased and reflects the college's commitment to redesign and reorganization, such as the creation of a new Marketing and Publications department. In addition, the college has established new cross-functional teams that promote broader sharing of skills and expertise across the college.

The quality of faculty preparation is reflected by the number of regular faculty that have a doctorate (Ph.D., Ed.D, or J.D.): of the 217 full-time faculty, 43 or 20% have a doctorate (7.A.1.2). Classified employees are also required to meet established education/experience criteria as per Board of Trustees approved job classifications. All employees are encouraged to update and upgrade their education and skills through a comprehensive faculty and staff development program as described in Standard 7.C.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

The criteria, qualifications and procedures for the selection of faculty and staff are established by Board-approved policy and procedures (7.A.2.1). All job announcements reflect the selection criteria and qualifications. They are reinforced through training for all selection/hiring committees and are closely monitored by the Affirmative Action Officer (7.A.2.2).

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

For selection of faculty members, teaching effectiveness is the primary criterion, and committees use various devices to determine this quality during the interview process. In the selection process, there is emphasis on requiring teaching demonstrations, writing samples, written responses to interview questions, work samples, and other evidence of academic performance and/or teaching ability in addition to the standard interview process. The college routinely distributes, as part of its job announcements, information that communicates the mission of the college in an effort to attract faculty who are committed to the same educational values.

The college's recruitment and selection program is designed to attract and hire the best-qualified candidates and the process has resulted in an excellent, high-caliber faculty and staff. The minimum qualifications for each faculty discipline are contained in each job announcement and are the basis for the selection criteria used by all hiring committees. Questions asked by committees are reviewed by Human Resources specialists and are closely related to these criteria.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The names, titles, year of hire, and academic degrees of all contract faculty, certificated administrators and vice presidents are listed in the College General Catalog. The listing is complete as of the date of publication each academic year. In conformance with college policy and by agreement with the SBCC Instructors' Association, the college only recognizes degrees

from institutions accredited by a regional accrediting association recognized by the United States, the Committee of the State Bar of California, or the American Medical Association.

According to the California Education Code, Section 53406, the district's process for determining the equivalency of foreign degrees requires the applicant to send an Application for Foreign Credentials Evaluation to the International Educational Research Foundation (Application) or to present a letter from an accredited U.S. college or university stating that his/her degree is equivalent.

All faculty, both credit and non-credit, meet the State Minimum Qualifications for the disciplines for which they are hired. As noted before, the number of full-time faculty possessing an earned doctorate is 43 of a total of 217 or 20%.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

The college has a formal and systematic policy for the evaluation of faculty and staff with appropriate follow-up and re-evaluation as necessary. Human Resources sends reminders to all managers and administrators when evaluations are due or late and follows up to ensure that evaluations are current.

The faculty evaluation process has been periodically updated and changed by the Santa Barbara City College Academic Senate. The evaluation policies are contained in Section 2100 of the "Policies for Faculty and Educational Administrators" (7.B.1.1). Regular faculty are evaluated every three years and probationary faculty more frequently in accordance with tenure evaluation Education Code requirements. Part-time faculty are also evaluated every three years.

Classified employees are evaluated once a year, in accordance with Section 1531 of the District's Policies (7.B.1.2) and Article 13 of the CSEA Contract (7.B.1.3). Probationary employees are evaluated more frequently in accordance with the same policy and contract.

Management employees are evaluated every two years in accordance with section 1532 of the District's Policies (7.B.1.4).

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

The evaluation plans are effective tools for faculty and staff development. The following General Statement from District Policy 2210 (7.B.2.1) states the goal of faculty evaluations:

"The evaluation of all faculty shall be directed toward the achievement of the following objectives:

- To ensure quality instruction and support services on the SBCC campus
- To share ideas for quality instruction and service to students with other faculty

- To identify areas of strength and/or areas needing improvement, and to develop a plan for improvement, if needed.”

The policies, procedures, and performance criteria for faculty evaluation and improvement are detailed in Appendix E of the Policies for Faculty and Educational Administrators (7.B.2.2).

Evaluation policies and procedures for classified employees and managers are detailed in District Policies 1531 and 1532 respectively (7.B.2.3). Classified staff are rated on the following performance criteria:

- Quality of work
- Quantity of work
- Work habits
- Work attitudes
- Relationships with others
- Personal qualities
- Supervisory ability -- only if employee supervises others

The goal of the management evaluation policy is stated in the addendum to District Policy 1532:

“The purposes of the evaluation process are to assess the performance of managers in the carrying out of their assigned duties and responsibilities and to assist managers in their professional development. The evaluation will be based on the manager’s duties and responsibilities and the standards contained in the Management Evaluation Form. In the evaluation process, managers are expected to discuss desirable and undesirable performance whenever it is observed. Intermittent, informal evaluations are encouraged to either recognize exemplary performance, or to review areas in need of improvement.”

Classified Management employees are evaluated on the same criteria as classified staff. In addition, management evaluation includes self-evaluation and client surveys as well as supervisor evaluation.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

The faculty evaluation consists of peer review, student evaluation, self-evaluation and administrative review. In cases of unsatisfactory evaluation, a re-evaluation and improvement plan are necessary. The Performance Criteria for faculty evaluations are explicitly stated in District Policy 2120 (7.B.3.1):

- Expertise in academic discipline or area of assignment
- Teaching effectiveness and/or performance of job
- Availability to students and colleagues
- Fulfillment of responsibilities to the college community and SBCC’s goals and policies
- Professional growth

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

The college provides broad opportunities for faculty, staff and administrators to remain current in their fields of expertise. The college has a formal structure by which staff development programs are administered. This structure is contained in the Human Resources Development Plan (7.C.1.1), a document created with the advent of AB1725 and updated every three years as directed by the Chancellor's Office. The Board of Trustees adopted the development plan (7.C.1.2). As outlined in this plan, a budget system was developed that details the distribution of staff development funds, the appointment of committee representation, and the mechanism used to report a summary of activities and expenditures. In addition, the district submits an annual Faculty and Staff Development Report to the Chancellor's Office, detailing AB1725 and other activities and expenditures.

The Professional Growth Program (7.C.1.2) supports classified staff in continuing their education and training. A Center for Management and Staff Development (7.C.1.3) has been developed to provide skill-based training for managers and staff. Classified employees and managers attend various off-campus seminars, utilizing both AB1725 and district funds. These are just a few examples of the opportunities offered to college employees.

The deans are responsible for allocating travel and conference funds to faculty members, and the Executive Vice President of Educational Programs is responsible for allocating funds for special projects which allow faculty to make improvements in their teaching or departments.

As the use of technology on campus has expanded, the college has increased the number and scope of technical training programs offered. Training is continually offered in-house to keep staff current with the ever-changing advances of technology. As described in Standard 6, the Faculty Resource Center (FRC) offers a number of services to support faculty in the development of hypermedia materials used in instruction. FRC's primary goal is to train faculty in how to produce computer-based materials to improve instruction and to support development efforts in this regard. Support, in the form of training, is provided for teaching and non-teaching faculty interested in producing teaching and learning resources for use in classrooms, labs, and in online instruction. Minimal development support is also provided. Faculty and instructional support staff may sign up for small group training workshops offered through the fall and spring semesters. Departmental or divisional professional development days are the primary means by which faculty attend training during the regular academic year. Summer weeklong workshops are also available on a limited basis and are arranged in coordination with FRC and the Executive Vice President of Educational Programs (7.C.1.4). A Staff Resource Center, located in the Information Resources Division, provides training to all employees in the commonly used computer applications on campus such as e-mail, word processing, spreadsheets, databases, and Oracle applications (7.C.1.5).

Sabbatical leaves are granted to eligible faculty members to give them time to enhance their instruction (7.C.1.6). The purpose and policies governing sabbaticals are contained in the

District's Sabbatical Leave Policy (7.C.1.7). The district funded nine sabbaticals for the 2000-01 fiscal year (7.C.1.8). Faculty returning from sabbaticals make a formal report to the Board of Trustees, detailing their activities and the positive effects on instruction. The district also has a formal policy that encourages faculty to develop online courses. Faculty may receive funding for online course development through sabbaticals and/or faculty enrichment grants.

The faculty and staff development program is very active and has wide participation by faculty, both full-time and part-time, and classified staff and administration/management. With AB1725 funds and local funds, the district has provided substantial support for technology training, sabbaticals, in-service and other programs for faculty and/or staff. For fiscal year 2000-01, \$65,650 of AB7125 funds were expended for staff development. The district contributed an additional \$1,181,315, of which \$471,258 was the budget for the Faculty Resource Center.

Each employee of the college has a number of options available each year to participate in staff development programs offered on campus by these groups, as well as programs supported off campus. For 2000-01, the Board of Trustees approved the creation of a new Center for Management and Staff Development and an expanded staff development program. Human Resources maintains a library of print, audio, and video training and development materials that are housed and catalogued in the Learning Resource Center. These materials are available to all faculty and staff. The college also belongs to a consortium of colleges and school districts that receive training, in the form of management seminars, from the public school law firm of Liebert, Cassidy, and Whitmore.

Evaluation of staff development activities is done on a formal and informal basis. Employees attending certificated and classified in-services are surveyed to determine the effectiveness of those programs. Periodically, the Human Resources and Legal Affairs Division and/or the Classified Council conduct interest surveys to gather employee input on future in-service and other training and development activities. Managers fill out a survey following the annual Management Retreat (7.C.1.9) and respond to informal e-mail surveys regarding Management Breakfasts (7.C.1.10) and other training and development programs.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

The Faculty Enrichment Committee and the Classified Council administer most staff development activities. The Vice President of Human Resources/Legal Affairs administers management development. In addition, there is a newly formed Professional Development Cross-Functional Team that plans and supports staff development for the entire campus.

The Faculty Enrichment Committee coordinates faculty professional development. The committee reviews applications and recommends approval of Faculty Enrichment Grants, which are given to improve instructional techniques.

The Faculty Enrichment Committee publishes the Faculty Voice, a literary magazine by and for faculty members (7.C.2.1). The committee also co-sponsors the Faculty Colloquium, which features presentations by SBCC staff members (7.C.2.2). The committee coordinates in-service speakers for fall and spring semesters, workshops for faculty members, including several on teaching under-represented students and foreign students, orientations for new full- and part-time faculty members and other enrichment activities.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

The recruitment and selection processes for faculty/administrators and staff are set forth in district policies 1412-20 and 1410-1432 respectively (7.D.1.1), and communicated through the Guides for Selection Committees (7.D.1.2) and orientation of selection committees by Human Resources/Legal Affairs staff. The basic policy is set forth in the following statement: “The Personnel Department shall recruit for positions and process applications in accordance with the District Affirmative Action Policy.” The policy is intended to ensure fairness throughout the recruitment and selection process. Applicants who believe that have been unfairly treated in the recruitment or application process may appeal to the district’s Affirmative Action Officer. Employees who believe that they have been treated unfairly in the course of their employment may use the district’s complaint or grievance processes. The Faculty Grievance Policy is set forth in Appendix F of the District’s “Faculty and Educational Administrators’ Policies” (7.D.1.3). The complaint procedure for classified staff is set forth in District Policy 1700, “Complaints Concerning Division, Office, or Employee” (7.D.1.4). The grievance procedure for classified staff is set forth in District Policy 1550 (7.D.1.5). The complaint and grievance policies are intended to ensure fairness throughout the course of employment.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Written policies promote equity in the employment process. These policies are established in accordance with state guidelines and are contained in the district's Affirmative Action Program Plan (7.D.2.1) and the selection procedures for classified, faculty and administrators (7.D.2.2). An aggressive recruitment effort is made by the district to ensure a well-qualified applicant pool for all regular vacancies. This includes wide advertising, job fairs, and advertisement in minority-oriented publications. The hiring process is conducted under the direction of the Affirmative Action Officer who monitors the process from committee formation and orientation through screening of applications and interviews. Reports are made to the Administration and Affirmative Action Committee. Such reports include applicant flow analyses and longitudinal reports showing minority/female hiring and population over the years (7.D.2.3).

There have been steady gains in the proportion of women and minorities employed by the college over the years as shown in the next table:

51. ¶ Employees

| Year | Classification | # Minority | % Minority | # Female | % Female |
|---------|----------------|------------|------------|----------|----------|
| 1995-96 | Management | 7 | 23 | 14 | 45 |
| | Faculty | 38 | 20 | 86 | 46 |
| | Classified | 91 | 36 | 151 | 60 |
| 2000-01 | Management | 9 | 16 | 32 | 58 |
| | Faculty | 36 | 17 | 104 | 48 |
| | Classified | 104 | 39 | 169 | 64 |

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

The college has developed and maintains a comprehensive set of personnel policies and procedures (7.D.3.1). Policies and procedures dealing with full-time and part-time faculty matters were developed over the years in a collaborative manner with the Santa Barbara City College Academic Senate, which is responsible for the review of new policies for faculty. The Instructors' Association (IA) and the California School Employees Association (CSEA) have negotiated other personnel policies under collective bargaining. These policies are distributed on a routine basis. In addition to the district's Personnel Policies, there is also a Faculty Manual for both credit and non-credit faculty (7.D.3.2) and a Classified Employee Handbook, "You and Your Job" (7.D.3.3), which is distributed to all new employees. A Faculty Department Chair Handbook has also been developed and distributed (7.D.3.4). In addition, the Educational Programs and the Human Resources/Legal Affairs Divisions conduct New Employee Orientation Programs for all new employees. These orientations include part-time faculty members. The college makes extensive use of the Faculty-Staff Newsletter (FAST News) and e-mail to keep employees informed of district policy and new policy changes. The above-mentioned policies and procedures apply to appointments, evaluation, retention (tenure, probation, termination), advancement and due process.

The Human Resources and Legal Affairs Division has initiated a policy project, with implementation planned for 2002, with the following goals:

All college policies and procedures will be available in a reference binder for staff use and on the college Web site for the public, students and faculty. A unified numbering system, a comprehensive index system and word and topic search capability will provide greater access and accuracy for researching college practices and regulations.

Other critical documents that will be available include collective bargaining agreements, agendas and minutes of Board of Trustee's meetings, and agendas and minutes of standing Board and college committees.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Personnel files and information are kept strictly confidential and are only released in accordance with provision of the Public Records Act, court orders, subpoenas, or with the

approval of the employee, if appropriate. Personnel files are kept in fire safes and inspection of files is done in accordance with District Policy 1610 -- "Personnel Records" and 2420 -- "Right of a Faculty Member to Inspect Materials in his/her Personnel File" (7.D.4.1).

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 7.

| Standard Seven Supporting Documents | |
|--|---|
| 7.A.1.1 | Chancellor's Office Statistics on Full-Time Faculty Obligation |
| 7.A.1.2 | College Catalog |
| 7.A.2.1 | Personnel Policies, Selection Committee Guides: Academic and Classified |
| 7.A.2.2 | Selection Committee Guides |
| 7.B.1.1 | District Policy 2100 -- Policies for Faculty and Educational Administrators |
| 7.B.1.2 | District Policy 1531 |
| 7.B.1.3 | CSEA Contract |
| 7.B.1.4 | District Policy 1532 |
| 7.B.2.1 | District Policy 2210 |
| 7.B.2.2 | Policies -- Faculty |
| 7.B.2.3 | District Policies 1531 and 1532 |
| 7.B.3.1 | District Policy 2120 |
| 7.C.1.1 | Three-year Human Resources Development Plan |
| 7.C.1.2 | Board of Trustees Agenda/Minutes |
| 7.C.1.3 | Management Development Booklet |
| 7.C.1.4 | Faculty Resource Center Web Site |
| 7.C.1.5 | SRC Course Schedule for 2001-02 |
| 7.C.1.6 | Sabbatical Leave Policy |
| 7.C.1.7 | District Policy 2022.11 |
| 7.C.1.8 | Staff Development Report |
| 7.C.1.9 | Surveys Results from Management Retreats |
| 7.C.1.10 | Evaluations of Management Breakfasts |
| 7.C.2.1 | The Faculty Voice |
| 7.C.2.2 | List of Faculty Colloquium Speakers |
| 7.D.1.1 | District Policies 1412-20 and 1410-1432 |
| 7.D.1.2 | Committee Selection Guides |
| 7.D.1.3 | Faculty Grievance Policy |
| 7.D.1.4 | District Policy 1700 -- Complaint Policy |
| 7.D.1.5 | District Policy 1550 -- Classified Grievance Policy |
| 7.D.2.1 | Affirmative Action Plan, Report |
| 7.D.2.2 | District Policies 1412-20 and 1410-1432, Selection Guides |
| 7.D.2.3 | Ethnic and Gender Distribution Reports |
| 7.D.3.1 | Personnel Policies |
| 7.D.3.2 | Faculty Manuals, Credit and Non-Credit |
| 7.D.3.3 | You and Your Job Booklet |
| 7.D.3.4 | Department Chair Handbook |
| 7.D.4.1 | District Policies 1610 and 2420 |

Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

The institution ensures that adequate physical resources are provided to support educational programs and activities through long-range planning and commitment of significant financial resources.

The long-range planning is a reflection of the anticipated growth in enrollment and changing demands and expectations of tomorrow's students. Whereas the college expects to grow an average of 2.5-3% in full time equivalent students (FTES) over the next five years, much of that growth will take place off of the main campus. The college is actively planning for both on-campus improvements and expansion as well as off-campus site creation.

The on-campus long-range plan was first developed in 1975 and was amended in 1984 and again in 2000 (8.1.1). The current plan calls for renovation of the Life Science/Geology building (presently underway), the Physical Sciences building (8.1.2) and the Gymnasium (8.1.3), as well as the addition of three new classroom/office buildings and a parking structure. Assuming state funding becomes available, the renovation projects should be complete by December 2005, while the additional buildings will be added after anticipated bond measure approval between 2006-2010. The parking structure will be added prior to any of the new classroom/office buildings (8.1.4).

Off-campus expansion is taking place in several ways. The college is expanding the use of satellite facilities such as the Employee University buildings located several miles from campus and the Cosmetology Academy in Goleta. The college is looking into a number of other significant off-campus facilities such as housing for faculty, staff and students and a cooperative venture and satellite campus with California State University, Channel Islands.

The institution has dedicated substantial financial resources not only to the expansion of facilities, but also to the maintenance and repair of existing buildings (8.1.5). Over the past six years, a total of \$18.3 million has been transferred from the General Fund to the Construction and Rehabilitation Fund. During that period, the college has completed several major renovations and scheduled maintenance projects including remodeling the Administration Building (\$3.2 million), expanding the Cosmetology Academy (\$.7 million) and remodeling the Studio Theater (\$1 million). In 2000, two modular office buildings were constructed (\$0.5 million), which included 32 offices and workrooms. The most significant project during this period is the remodel of the Life Science/Geology building (8.1.6), which will cost approximately \$10.9 million, and the creation of a temporary Science Village to accommodate students during the construction phase. Finally, a number of major landscaping projects, totaling more than \$1.6 million, have been recently completed.

Whereas the expenditure on renovation projects has averaged over \$4.2 million annually over the past three years, the college has also been able to set aside over \$7 million for future projects, including \$4.5 million for the parking structure. These construction reserves allow the college to apply for and accept the state's (50% match) scheduled maintenance funds and contribute to the major capital improvement projects, which are now requiring sizable local match. Furthermore, these reserves have allowed the college to maintain the campus facility renewal, despite significant funding cuts from the state.

As with many colleges, parking is an issue for students, faculty and staff. There are currently fewer than 2,500 parking spaces on campus to accommodate over 16,000 students and 1,000 full- and part-time employees. Additional parking facilities are being planned, as is aggressive transportation demand management -- TDM. The college's TDM plan calls for every student, faculty and staff member to have a Metropolitan Transit District (MTD) bus pass, 25% of all parking to be dedicated to carpools, and many other incentives for alternative transit (8.1.7).

The college employs other techniques to ensure physical resource availability. These include campus committees such as the Hazardous Materials Workgroup, the Signage Development Committee and the Facilities, Security and Safety Committee. An energy management system is used to reduce energy costs, and periodic upgrades are undertaken to improve energy efficiency. In 2001, the campus conducted an extensive energy audit and co-generation study to determine opportunities for further enhancements and energy independence.

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

The institution uses several processes to ensure effective utilization of physical resources. The facilities and operations group uses systematic planning to maintain the campus infrastructure and keep it clean. The custodial group is implementing a computer application to assess the amount of work for each custodian and create a detailed schedule for facilities cleaning. Additionally, a web-based work order system allows staff and faculty to request work of the maintenance group and report facilities problems.

Over the past few years, the campus has been testing and is now implementing a broad-based resource scheduling application that will allow the academic staff to more fully utilize the instructional space of the college, as well as offer available spaces for community service events. This software, called Resource 25, will encompass functionality related to facility use and assignment, maintenance and cleanliness.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

The institution ensures that all of its facilities are built or modified in compliance with the Field Act, provide widest possible access to persons with disabilities and operate in an

environmentally sensitive manner. In 1993, the college conducted a detailed survey of campus facilities that did not meet current Americans with Disabilities Act requirements (ADA) (8.3.1). This list of deficiencies has been used as a guide in progressively improving access across campus. Staff and faculty knowledgeable in ADA issues review all major renovation projects plans prior to construction. In fiscal year 1998-99, the state granted the college \$240 thousand in funding specifically for architectural barrier removal. Those projects, which totaled over \$450 thousand dollars with the college 50% funding match, were completed in May 2002.

As evidenced in several significant programs, the college attempts to operate in an environmentally friendly manner. Hazardous materials are inventoried, handled, stored and disposed of in strict compliance with state and federal regulations. A hazardous materials workgroup has been formed to discuss issues related to dangerous materials and resolve problems. An independent specialist (8.3.2) with expertise in hazardous material safety works on campus each week to provide direct faculty/staff support.

During 2001, the campus grounds department converted to integrated pest management methods. With the elimination of all pesticides and herbicides as a goal, the employees have received training and specialized equipment in order to reduce reliance on hazardous substances and the creation of hazardous emissions. For example, electric carts are extensively utilized on campus while electric leaf blowers have replaced gas-powered models. Recently the campus purchased a weed steamer to be used in lieu of the herbicide Roundup. Composting, mulching and other environmentally friendly techniques are being employed. Surface drains throughout campus have been marked to indicate their eventual output to the ocean.

Recycling is a major activity on campus whereby nearly every waste product that has a market for reuse or recycle is diverted from the landfill. Throughout campus, commingled waste containers are available for cans, bottles, plastics and paper. Food waste from the cafeteria is composted with the assistance of environmental horticulture students. Green waste from the grounds department is sent to the county mulching operation. Construction materials are sent to a local separation facility where they are divided and reused. Engine oil as well as other similar materials are recycled or reused.

4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

In addition to the college's long-range planning and funding commitment for facilities, equal emphasis is placed on planning and funding equipment replacement or acquisition. For planning and funding purposes, equipment is divided into technical equipment, such as desktop computers, servers and other network devices, and non-technical equipment, such as desks, chairs, vehicles or tools. Detailed asset records are kept for all technical equipment and all non-technical equipment over \$5,000 in value (8.4.1).

In 1999, the college adopted a goal of technical equipment replacement every three years for desktop computers and servers (8.4.2). The replacement cycle reflects the institution's

commitment to a state-of-the-art learning experience and workplace environment. Funding for this accelerated replacement methodology is possible because of significant fund transfers to the equipment replacement fund from the general fund. Over the past six years a total of \$17.5 million has been transferred to the equipment replacement fund.

Non-technical equipment replacement occurs as needed and is funded through an allocation to the various departments. Smaller items are normally purchased with these funds, whereas major equipment is funded through interest earnings in the equipment fund.

The funding emphasis over the past six years has allowed the college to build adequate reserves for future replacements. Additionally, as new equipment is acquired, ongoing funding streams are identified and designated. Through these mechanisms the college is able to sustain the equipment replacement activity in spite of state funding cuts. For example, in fiscal year 2001-02, the Governor of California reduced ongoing funding for equipment replacement from over \$500 thousand to less than \$200 thousand. Block grant funding for equipment in fiscal year 2000-01 was over \$1.2 million, but was eliminated in fiscal year 2001-02. Despite this \$1.5 million reduction in state funding and because of the reserving policies of the college, the equipment replacement cycle will be maintained. At the beginning of fiscal year 2001-02, equipment replacement reserves totaled \$6.4 million of which \$4.4 million is for technical equipment (8.4.3).

5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Physical resource planning and expenditures are directly related to institutional goals. Two examples of this connectivity are the allocation of Partnership for Excellence funds over the past three years and the college's long-range development plan. Partnership for Excellence funding occurred over a three-year period and was allocated through an extensive and exhaustive, consultative process. Certain decisions in that process resulted in purchase of technical equipment and designation of ongoing funds for this technical equipment periodic replacement.

A second clear example of the direct link between planning and resource allocation and institutional goals is the long-range development plan (8.5.1). That plan attempts to accommodate future increases in enrollment and to anticipate the types of facilities these new students will require. A high tech building, general classrooms, offices, as well as parking, are included in the plan.

Future enrollment will, to a significant degree, be accomplished through internet-based courses and other technology-driven activities. An investment in the infrastructure for these classes is central to the college's long-range planning. Significant resources are devoted to the electronic as well as physical campus structure.

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 8.

| Standard Eight Supporting Documents | |
|--|---|
| 8.1.1 | Long Range Development Plan, December 1999 |
| 8.1.2 | Capital Outlay Budget Change Proposal, April 2001 |
| 8.1.3 | Capital Outlay Budget Change Proposal, May 2001 |
| 8.1.4 | Five-Year Capital Improvement Plan, November 2001 |
| 8.1.5 | Construction and Rehabilitation Fund FY 2001-02 Budget |
| 8.1.6 | Capital Outlay Budget Change Proposal, May 1999 |
| 8.1.7 | Transportation Demand Management Plan, September 2000 |
| 8.3.1 | Americans with Disabilities Act Campus Study, 1993 |
| 8.3.2 | CJSeto Support Services, LLC letters March 2000 through July 2001 |
| 8.4.1 | Fixed Asset Inventory, October 2001 |
| 8.4.2 | Computer Replacement Policy http://www.sbcc.edu/itc/computers.cfm . |
| 8.4.3 | Equipment Replacement Fund FY 2001-02 Budget |
| 8.5.1 | Long Range Development Plan, December 1999 (see 8.1.1) |

Standard Nine: Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

The foundation for Santa Barbara Community College District's financial planning is its stated mission and fundamental purposes (9.A.1.1). Every proposed use of funds must relate to the statements included in these documents.

A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements.

Financial planning is dependent on the current assessment of available and anticipated resources and expenditure requirements. The relatively good economy of the last few years is changing, as must the assumptions affecting financial planning. The current assumptions used for financial planning are as follows:

- Over the next three years, energy costs will increase significantly
- The economy will decline and will negatively affect available financial resources of the college
- The college will have increasingly less discretion in the allocation of fiscal resources
- The 50% rule will begin to restrict the expenditure of funds for faculty support activities
- Expectations regarding the World Wide Web will increase, making it more important to the business processes of the college

- Housing, transportation and parking will negatively affect enrollment and faculty/staff retention and, if not addressed, will negatively affect the fiscal health of the college
- Campus facilities will continue to be developed and will become more concentrated and complex
- Accounting and financial reporting requirements will become more complex
- External forces will continue to apply pressure to reduce waste streams and increase recycling efforts
- Handling, storage and disposal of hazardous materials will continue to become more expensive and begin to affect course offerings and other campus activities

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Student population growth and an expanded and changing educational curriculum require the updating of facility needs, as reflected in the long-range development plan (9.A.3.1) and the five-year facility construction plan (9.A.3.2). Millions of dollars have been invested in buildings to enable the college to carry out its educational mission. To provide a funding source for the maintenance of existing facilities, and fund additions and modifications, the Board of Trustees adopted in 1991 the policy stating that the general fund end-of-year balances shall be first considered for these purposes (9.A.3.3). A total of \$18.3 million has been transferred from the General Fund to the Construction and Rehabilitation Fund over the last six years.

Another long-range capital policy, also adopted by the Board of Trustees in 1991, addresses the ongoing equipment inventory replacement need (9.A.3.4). It states that lottery income not allocated for salaries will be used primarily for the systematic and timely replacement of the equipment inventory. This policy significantly contributed to the district's ability to transfer a total of \$17.5 million from the General Fund to the Replacement of Equipment Fund.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

In addition to the stated mission and fundamental purposes, and the current planning assumptions, principles of budget development are reviewed and updated at the beginning of each budget development cycle as another financial planning tool (9.A.4.1). Key to the process is the College Planning Council. The College Planning Council participates in the development of the college budget, makes recommendations to the President on allocation of college resources, and serves as advisory group to the President on fiscal planning matters. Membership includes administrators, faculty (including representatives of the Academic Senate), support staff, and a student (9.A.5.1). The budget development process includes input from the departmental level, and, as it progresses, is available online so that all interested parties can be readily informed of the current status.

Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Appropriate control mechanisms and dependable and timely information are available for financial decision making. Budgeted revenue and appropriations are adjusted on a regular basis to reflect changes. Web access to current financial information in a variety of easily accessible and understandable formats has been developed during the last two years and is available to anyone with budget control responsibility. This facilitates budget monitoring at all appropriate levels. Maximizing the effective use of limited financial resources is a necessity aided by delegating to the Vice Presidents, subject to Board of Trustees approval, the authority to redistribute budgeted funds within their area of responsibility, as needs change during the fiscal year.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Effective oversight of finances requires frequent re-evaluation of internal control procedures and other methods that are in place. Several improvements have recently been made. The automated posting of the financial aid distribution detail to the general ledger has been implemented, improving accuracy and timeliness. Significantly improved and automated bank reconciliation of the auxiliary accounts trust and financial aid bank accounts has been completed. An improved salary budget model developed this year makes it possible to monitor budgets by position. The Board of Trustees is assisted in its oversight responsibility by means of standard monthly and quarterly reports, and fiscal committee and study session involvement. In addition, the implementation of the Governmental Accounting Standard Board's (GASB) Statements 34 and 35 has begun.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

The Foundation for SBCC was established in 1976 to inform the public of SBCC's multifaceted contribution to the educational, cultural, economic and civic life of Santa Barbara, and to cultivate interest in the college's mission. Its ultimate responsibility is to secure private support to aid the college in achieving a "margin of excellence" beyond what is possible with state funding, including direct financial assistance to deserving students. The Foundation for SBCC is one of the most effective community college fund-raising organizations in California with new gifts averaging more than 5.6 million annually for the last five years (9.B.4.1, 9.B.4.2).

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Financial management is regularly evaluated. A Business Process Manager position was recently created and filled by an individual with strong technological and accounting skills. A Business Services Technology Plan has been developed and technology projects defined, each designed to improve financial management by maximizing the use of technology (9.B.6.1). The cafeteria financial functions have been reviewed and procedure and staffing changes implemented. Input from faculty and staff was recently obtained by means of a survey designed to measure satisfaction with each business services function, and the results are being used to implement improvements.

Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

Future obligations are identified, and designated fund balances for those purposes are established each year (9.C.1.1). Two current examples are designated reserves established in anticipation of health and welfare and energy cost increases. The Board's policy of transferring general fund resources to the Construction/Rehabilitation Fund for major maintenance repairs and upgrades ensures a source of revenue for that purpose. The Board policy of transferring general fund resources, including a specific allocation of lottery revenue, to the Equipment Fund provides resources for purchasing equipment.

C.2 The institution has policies for appropriate risk management.

Membership in joint powers authorities and a risk management association aid in the development and updating of policies related to loss control, risk analysis, safety training, and claims handling. A separate Self-Insurance Fund exists with a current 1.3 million dollar balance. Very little has been expended in the past, the intent being to establish an ongoing source of funding to meet risk management contingencies not covered by insurance.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

The existence of sufficient fund balances, as well as the Chancellor's Office apportionment advances policy, has allowed the college to maintain cash flow stability and avoid the need for short-term borrowing. The district has no long-term liabilities. The last of the bonded indebtedness was paid off in 1998 (9.C.3.1).

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Prudent fiscal reserves have been established to buffer the effect of the changing economy, financial emergencies, and unforeseen occurrences. An ongoing 5% General Fund reserve

for contingencies, mandated by the Board of Trustees, has been established in addition to the designated reserves.

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 9.

| Standard Nine Supporting Documents | |
|---|--|
| 9.A.1.1 | SBCC Mission and Fundamental Purposes |
| 9.A.3.1 | Long-Range Development Plan |
| 9.A.3.2 | Five-Year Facilities Construction Plan |
| 9.A.3.3 | Board of Trustees Policy on Construction/Rehabilitation Fund |
| 9.A.3.4 | Policy on Equipment Replacement |
| 9.A.4.1 | Budget Development Principles |
| 9.A.5.1 | College Planning Council Membership |
| 9.B.4.1 | Foundation Fundraising |
| 9.B.4.2 | Foundation for SBCC Fiscal Audits |
| 9.B.6.1 | Business Services Technology Plan |
| 9.C.1.1 | Designated Fund Balances |
| 9.C.3.1 | Bonded Indebtedness |

Standard Ten: Governance and Administration

The institution has a Governing Board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the Board, administration, faculty, staff, and students, and facilitate effective communication among the institution’s constituencies.

51,£ÀÛÉç’s practices adhere to the specific expectations of each of the sub-standards and to the spirit behind what each standard is intended to achieve. For example, the college’s Governing Board has demonstrated an exceptional record for longevity and quality of service. The administrative staff also has been fortunate to obtain the services of individuals highly competent in their individual skill areas, who have demonstrated a capacity to work well together and with the constituent groups that constitute the college community. The college’s governance structures and systems provide for faculty, staff, and students to have open and effective communication in confronting and making progress in meeting the challenges and issues inherent in a community as vital as 51,£ÀÛÉç.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing the continuity of board membership and staggered terms of office.

The Governing Board, consisting of seven members, has had the benefit of long service by its members. Four of the Board members combined have a record of service that extends beyond one hundred years. The newest Board member is well into his second four-year term. These seven individuals are independent, but cohesive, and work as a team.

The Board has a well-established policy for rotating its leadership and for the thorough evaluation of policies and issues by working through Board committees, study sessions and Board meetings.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

The Board, through the work of its three committees, Financial, Facilities, and Educational Policies (10.A.2.1), ensures the high quality of the college's Educational Programs, oversees the financial health and integrity of the institution and confirms practices are consistent with policies. In addition, timely reports on major directions of the college, such as Information Technology, Student Success, and Enrollment Management, are regularly presented to the Board (10.A.2.2).

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

The Board is aware and highly supportive of the thorough evaluation being conducted of all district policies. Policies are reviewed by the Board and changed as needed; however, a more comprehensive review of the policies is now taking place. With the reorganization of the Human Resources and Legal Affairs area, such a comprehensive policy review was felt to be necessary.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

After extensive service by the college's current Superintendent/President, the Board oversaw a process whereby a new CEO was selected. The process ensured broad-based college involvement through the work of a Screening Committee. The Board fulfilled its responsibility by selecting the candidate best able to provide leadership for the district.

The Board of Trustees evaluates the college President annually. The Board also confirms the appointments of all college administrative faculty and classified staff.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

The Board's "Standards of Conduct" set forth the operational and ethical responsibilities of the Santa Barbara Community College District Board members. The Board has a clear record of acting consistently with these standards. The Board's meeting times and procedures are well established and the Board always operates consistently with them.

A.6 The Governing Board has a program for new member orientation and governing board development.

A process is in place for orienting and integrating new members of the Board as openings occur and are filled. In addition to orienting new members to district operations, new members are encouraged to become knowledgeable of state policies and operations. The three newest Board members have had regular attendance at state trustee conferences. One of the newer trustees serves on the Board of the California Community College Trustees Association and one on the legislation and finance commission of the Community College League.

A.7 The Board is informed about and involved in the accreditation process.

The Board has been very much aware of and involved in all components of the accreditation process. Specifically, the Superintendent/President has made a number of reports to the Board, including presenting an overview of the process and specifics regarding communication with the Accrediting Commission for Community and Junior Colleges and progress reports on the completion of the self study (10.A.7.1). Through this regular reporting process, the Board has had ample opportunity to influence the process and provide appropriate support for ensuring the institution is well prepared for the accreditation review.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans and establish priorities for the institution.

At the time of writing the self study, the college's Chief Executive Officer has provided leadership for the institution for 21 years. A new Chief Executive Officer will be in place when the team visits. Throughout the 21 years of service, the college President has ensured that district goals have been well defined and that the plans and priorities for the college have been established and vigorously pursued.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

The resources of the institution have been managed effectively. This has been greatly aided by the development and focus of the college plans and by mechanisms to assess institutional effectiveness. The college ensures through an annual financial audit that it is complying with appropriate state and federal requirements and operating within its resources. The audit process has affirmed the college's effectiveness in that regard (10.B.2.1).

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management, which make possible an effective teaching and learning environment.

The college's administrative staff is set up in a structure and with a sufficient number to meet its complex and vital mission. The administrative staff is highly committed, very effective, efficient, creative, and innovative in supporting the development of an exciting environment for teaching and learning.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

The training and background of the administrative staff is consistent with their responsibilities. All administrators are evaluated through a comprehensive process. The process involves a self-evaluation, extensive survey of peers and of clients and an evaluation by the supervisor. The desired outcome of the evaluation process is to strengthen the administrator's capacity to meet her/his complex responsibilities at as high a level of performance as is possible. The evaluations are based upon duties and responsibilities that are well defined and available in writing to the administrator.

B.5 Administration has a substantive and clearly defined role in institutional governance.

The role of the administration is well defined. The Superintendent/President has the responsibility for forwarding to the Board recommendations that meet the college requirements. The responsibilities of the officers reporting to the Superintendent/President -- the Executive Vice President of Educational Programs, four Vice Presidents and the Director of Institutional Assessment, Research and Planning -- both college wide and within their own areas are well established. They all serve on the College Planning Council and various other committees. There are many cross functional groups, temporary in duration or membership, where the administration is represented as needed. Since the 1996 accreditation, there have not been any issues showing confusion regarding the role of the administration in institutional governance.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Faculty have a substantive and clearly defined role in institutional governance (10.B.6.1). The 51 faculty, through the Academic Senate (10.B.6.2), their participation on the College Planning Council, and their involvement before Board subcommittees and the Board of Trustees meetings, exercise a substantial voice in matters of the college's educational program and faculty personnel. Faculty are thoroughly involved in the recruiting process, selecting the final three candidates to be interviewed, and participating in the final interviews conducted by the Superintendent/President and the Executive Vice President of Educational Programs.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

B.8 The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

The Academic Senate represents the faculty in college governance matters. The Academic Senate meets on a regular basis and is provided with institutional support to carry out its governance responsibilities.

The college's policy defines the appropriate role for faculty participation and governance and the faculty has certainly been responsible and deeply involved in carrying out this role.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Policies are established that define the role of the college staff and students in institutional governance (10.B.9.1, 10.B.9.2, 10.B.9.3). Both the college staff and students have contributed to the college's progress through the available governance mechanisms.

In all respects, the college seeks to involve everyone in the activities of Santa Barbara City College and to recognize the capacity of each individual to contribute to the college's capability to more fully carry out its mission. One of the strengths of the college is the value embraced by the college faculty, staff and administration to work collaboratively to achieve the institution's mission.

Concluding Statement: Based on the information provided in this section and the supporting documents on file, SBCC affirms that it meets the requirements of Standard 10.

| Standard Ten Supporting Documents | |
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| 10.A.2.1 | Board Committee Minutes |
| 10.A.2.2 | Board Agendas and Minutes |
| 10.B.2.1 | Fiscal Audits |
| 10.B.6.1 | Policy on the Role of Faculty in College Governance |
| 10.B.6.2 | Constitution and Bylaws of the Academic Senate |
| 10.A.7.1 | Board Agendas and Minutes (see 10.A.2.2) |
| 10.B.9.1 | Policy on the Role of the Classified Staff in College Governance |
| 10.B.9.2 | Board Agendas and Minutes (see 10.A.2.2) |
| 10.B.9.3 | Associated Student Body Constitution |