

# **EXTERNAL EVALUATION REPORT**

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

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

Dr. Joan E. Smith, Team Chair



## **List of Team Members**

Dr. Joan E. Smith (Chair)



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

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

In summary, the entire visit was very well organized and collegial. College employees were enthusiastically engaged in the work of educating and serving students. Students that passed

## Commendations of the 2015 Visiting Team

### Commendations

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

10. The team commends the Information Technology Division for its successful efforts for creating, implementing, and maintaining mentoring and training activities through

Officers Association.

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

**Responses to Recommendations of the 2009 Evaluation Team**



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

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

The College defines two aspects of its culture that speak  
Lead

campus, as reported from all campus constituents; and, 2. Empowerment, innovation, and excellence focused on the purpose of the mission statement in the first line,

excellence at the institution. The Superintendent/President works through the distributed leadership model to establish processes for planning and institutional improvement/effectiveness. The various groups involved in distributed governance and their roles are found in the Resource Guide to Governance and Decision-Making.

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

#### **Recommendation 4 (2009)**

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

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

#### **Recommendation 5 (2009)**

*The team recommends that the Board of trustees regularly evaluate the*

responsibility for evaluation of the Superintendent/President and the evaluation is consistent

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

## **Responses to 2012 ACCJC Warning Sanction Recommendations**

### **ACCJC Recommendation 1 (2012)**

*In order to meet Accreditation Standards, the Board of Trustees should receive additional and topic- e Board and Superintendent/President, and the requirements of Standard IV. This training should be agendized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the*

Board Policy 2200: Board Duties and Responsibilities defines the responsibilities of the

**ACCJC Recommendation 3 (2012)**

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

The Board of Trustees represent the citizens of the District and governs in accordance with the responsibilities and authority defined in California State Law (Education Code Section 70902) and are elected to represent the areas as defined by Board Policy 2100: Board Elections. The Board acts as a whole, even on difficult issues, such as their decision to

received input fr

supported the decision as a Board. The Board protects the college from undue influence or pressure by upholding its mission.

## **Introduction**

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

## **Recommendations of the 2015 Visiting Team**

### **Recommendations**

1. In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6)
2. In order to meet the Standard and ensure the quality of its distant

## **Eligibility Requirements**

### **1. Authority**

The visiting team confirmed that Santa Barbara Community College District is a state

## **6. Operational Status**

The visiting team confirmed that Santa Barbara City College has approximately 20,000 credit students and 12,000 noncredit students annually who are actively

## **7. Degrees**

programs that lead to degrees, as described. Transfer opportunities and transfer courses are also clearly identified in the Catalog.

## **8. Educational Programs**

availability for all.

## **9. Academic Credit**

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

## **10. Student Learning Outcomes**

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

## **11. General Education**

General Education courses confirmed that Santa Barbara City College appropriately includes general education into its academic program.





## **20. Integrity in Communication with the Public**

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

## **21. Integrity in Relations with the Accrediting Commission**

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

## **Standard I – Institutional Mission and Effectiveness**

### **Standard I.A – Mission**

#### **General Observations**

The College has a mission statement that was last developed in April 2013 through broad-based input and participation and approved by the Board of Trustees. The new Mission Statement is prominent in planning documents, including program review, the Educational Master Plan and is widely disseminated on its website, in key campus publications such as the college catalog, and on posters displayed in buildings throughout campus. The College has described its planning process and clearly states that its Mission is the basis for the

Master Plan, most recently updated in June 2015. The institution provides programming they believe is consistent with the areas identified in the mission statement.

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

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

The College asserts that its mission statement is the culmination of the **College Review Process** and strategic planning and institutional decision making. The college has published a graphic representation of the integrated planning cycle, called the SBCC Integrated Planning Concept Map, which places **College Review Process** planning processes. The concept map demonstrates how the Educational Master Plan drives all other strategic plans. As part of the program review process, each program/unit at the College are asked to identify how its particular program contributes to the mission of the College. The College is encouraged to maintain the review timeline it developed and determine if the process allows for participation and continued assurance that the mission drives planning and resource allocation (Standard I.A.4).

### **Conclusion**

The institution meets the standard.

### **Recommendations**

None

## **Standard I.B – Improving Institutional Effectiveness**

### **General Observations**

Santa Barbara City College has established well-known and widely-used processes to increase institutional effectiveness. At the heart of these processes is self-reflective dialogues that take place among key stakeholders and constituent groups that shape the programs and services that fulfill the mission of the College. The College has committed itself to continuous improvement of its planning mechanisms, has put in place the means of

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

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

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

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

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

## **Conclusions**

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

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

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

### **Recommendations**

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

**Recommendation 2:** In order to meet the Standard and ensure the quality of its distance education courses, the team recommends that the College

**Standard II – Student Learning Programs and Services**  
**Standard II.A – Instructional Programs**

**General Observations**

It is evident that Santa Barbara City College offers high quality instructional programs in recognized and emerging fields of study consistent with its mission in that Santa Barbara



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

Over 375 courses are offered through their Center for Lifelong Learning. The website offered opportunities to explore course offerings in a broad range of interests and includes courses that enable students to earn continuing education units (CEUs). The Center for Lifelong Learning website defines a mission statement for the Center that is in alignment

enrichment courses to not-for-

Evidence provided for labor market research and the use of LaunchBoard were PDF files of the California Economic Development Department and LaunchBoard homepages. It would be helpful to show actual data from these websites that were utilized to identify the need for

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

The Institutional Effectiveness re -15 academic year,  
the newly created Institutional Effectiveness Committee and the Program Evaluation  
Committee also review efficacy of delivery systems and modes of instruction.  
Recommendations for refinements and improvements are made as a result of these reviews

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

the need to ensure that all noncredit classes have SLOs developed and assessed, and expects that all noncredit courses will have SLOs and Course Improvement Plans completed within the 2015-

opment and implementation of Student

being submitted to the Curriculum Advisory Committee (CAC). Typically, the entire department would be involved in the approval process should a course proposal involve the addition of a course to a program. Courses and programs approved by the CAC are then presented to th

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

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

Competency levels and measurable student learning outcomes are primarily determined by faculty through the College's SLO Implementation Cycle. This process is overseen by the SLO Coordinator and the Co-Director of the Faculty Resource Center. SLOs are mapped by faculty to PLOs and to ISLOs. For Career Technical Education (CTE) programs, advisory boards contribute needed information for new programs or modifications in order to remain current with industry trends. All 23 CTE programs hold at least one advisory committee meeting each year. Minutes from these meetings demonstrate that the college engages industry in discussion around the content of4(oll)iP or aound tBT1 0 0 1 43aund (re)7( p)



support that the College meets this Standard. For online instructional support, in addition to the Committee on Teaching and Learning, the College has a Committee on Online Instruction and a robust Faculty Resource Center. The Faculty Resource Center is involved in planning and training as requested by faculty and staff, they develop tutorials and

and Strategic Goals annually, making recommendations/updates to the Superintendent/President. Beginning in 2014-2015, departments will be required to map at Strategic Goals.

Program review is central to the planning processes. In developing its report to the College contained with program review. In addition, the Course Improvement Plans and Program Improvement Plans and integrated planning to ensure currency and measure achievement of their stated learning (Standard II.A.2.f)

The College readiness for state or national certification or licensure; these examinations primarily for specific CTE programs (e.g. nursing, Marine Diving Technology, and EMT). The institution also employs standardized examinations for Chemistry, ESL, English Skills, and English departments. For Chemistry, the College provided an example of Santa Barbara City College averages against the national average on the American Chemical Society standardized exam. There was no evidence provided for ESL, English Skills, or English examinations; however,

#### II.A.2.g)

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

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

college catalog, demonstrating the rationale for general education courses within its associate of arts or associate of science degrees. The institutional commitment to general education is also demonstrated within Board Policy 4024:



General Education. BP 402

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

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

Santa Barbara City College CTE courses have CSLOs that are tied to industry standards. CSLOs and PSLOs are reviewed as part of the program review process. The College demonstrates that the annual hosting of advisory committees contributes to the assessment of whether vocational and occupational certificates and degrees meet employment

that the curriculum being proposed is informed and endorsed by an advisory committee composed of members who represent the industry the program is intended to prepare student additional supporting evidence of these requirements.

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

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

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

The College has not discontinued an instructional program within the past 10 years. In the event that the College would consider the discontinuance of a program, the process would be dictated by Administrative Procurement

-based Degree Audit Reporting System, and other supporting documentation available on the College website (e.g. nursing, honors programs). Additionally, the Academic Senate meets twice monthly, at which time policies and procedures related to faculty and/or students may be reviewed, before being forwarded to the Board Policies and Administrative Procedures Committee, whose responsibilities include that of review policies and procedures not related to faculty or students. Final approval of policies and procedures is the responsibility of the Board of Trustees. The College indicates that it has a calendared requirements are reviewed for completeness and conformity to the CAC prior to publication. Santa Barbara City College provides easy access to student achievement data, both through links



## **Standard II.B – Student Support Services**

### **General Observations**

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

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

The student support services of the College consist of the following:

## **Findings and Evidence**

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

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

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

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

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

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

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

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

Locations where policies may be found include the college catalog; the credit and noncredit schedule of classes; and the college website, listed as Board Policies and Administrative Procedures. Maintenance, including updating, of major policies and procedures affecting students is the responsibility of the Board Policy and Administrative Procedures Committee

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

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



organizations number nearly 60 and include ones focused on issue awareness and cultural awareness. The student government sets up student participation in functions with a focus

planning tools are provided. Technology resources in use by counselors include tutorials for the Intersegmental General Education Transfer Curriculum (IGETC), transfer admission guarantees, articulation system to support transfer, the college document management system (WebNow), and Job Connection for employer information. Students have access to an online academic planning-degree audit tool. It is to be replaced by D

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

The college addresses student understanding and appreciation of diversity through curricular, as well as co-curricular, components. There is a multicultural/gender studies degree requirement. Departments include: Asian American studies, Black studies, Chicano studies, ethnic studies, Native American studies, global studies, history, music, philosophy, political science, sociology, and Spanish. The co-curricular offerings of the College include the annual Leonardo Dorantes Memorial Lecture. Recent offerings have included Paul Saltzman

The American Ethnic Studies Department and the Ethnic Studies Club worked together to provide a variety of offerings addressing a number of issues of diversity. A number of

King to China.

Education Committee have created and produced a number of awareness raising activities. The library received a grant from the national endowment for the humanities for its

leading up to the concern- or  
Marginalization: Cultural Appropriation and its Impact,  
thinking, holistic consideration, and community sensitivity that can engage, inspire, and reinforce student understanding of the importance of diversity matters. (Standard II.B.3.d)

The broad spectrum of student organizations addressing matters of diversity speaks well of the campus attention to this area. These include an AB 540 organization, American Sign Language organization, Hillel, MEChA, the Queer and Ally Club, the Feminist Student Club, Chinese Scholars Association, Society of Hispanic Engineers, and more. The Study Abroad

Europe, Great Britain, Central America, South America, Australia, and Asia. The College enjoys especially positive ratings from students on matters of diversity. The spring 2013 Student College Experience Survey (SCES) included 94% agreement with a statement that the College has a welcoming and inclusi

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

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

The College maintains student records by way of the Banner student records system and the Perceptive document management system. Backup of the records happens by way of storage to a Quantum disk appliance and then transfer to a secondary disk appliance off site. The College is storing more and more types of materials in cloud-based resources such as those available from Google. The College has made provision for appropriate security of physical records. It has a memorandum of understanding (MOU) with another California public community college district for disaster-related needs to house records off site. This includes electronic locks on doors to locations with stored records. Board policy addresses grade changes and limits access to grade change functionality. The set of personnel with access to make grade changes is appropriately limited,

feelings about their progress in skill areas based on the C

mly  
distributed to 3,820 students, meaning 19% of the student body, and had a 72% response rate.  
(Standard II.B.4)

The C  
various programs:

nsfer Center Services, students are able to  
complete a transfer admission guarantee (TAG) successfully,  
increasing the number of counseling hours for TAG students.

Data analysis in Academic Counseling revealed an increase in the number of missed  
appointments. This analysis, along with literature review and evidence of the  
usefulness of same-day appointment-  
student interventions either at the front counter or in 30 or 45 minute same-day  
appoin

To improve compliance with applicable legislation and regulations, the Disabled  
Student Programs and Services (DSPS) department created a formal, disability-based  
course substitution process. The C  
sub

notifications to a targeted list of DSPS studen  
accommodation request timelines and support student success.

Student Health Services 2013 administration of the American College Health

student concerns and informed improvements made. These included more clinician  
hours; a second day of sexual health services per week; and, 30 additional hours per  
week of mental health counseling, with resulting wait times at one week or less. In  
addition,

providing personal responses to student health questions in one to three days. It is  
heavily used, including for broadly current health concerns of students.

(Standard II.B.4)

## **Conclusion**

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

## **Recommendation**

See Recommendation 3

## **Standard II.C – Library and Learning Support Services**

### **General Observations**

## Findings and Evidence

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

The Library and CLRC tutorial programs and services are focused to support and integrate academic development of critical thinking and information competency (ISLO I: Critical Thinking, Problem Solving, Creative Thinking, ISLO V: Information, Technology, and Media Literacy, and ISLO VI: Personal, Academic, and Career Development). The Library offers LIB 101 *Information Literacy*, a 1-unit credit course designed to teach information

Liberal Studies Degree requirements. The course is also aligned to Association of College and Research Library Information Competency standards. The Library offers a high number of customized classroom-based course-integrated Research Workshops. The CLRC tutoring programs offer information competency instruction through workshops and Writing Center tutoring sessions. Information competency instruction is also provided one-on-one at the research consultation hours in a residential area off campus. The Library also provides a variety of customized online research guides to support. CLRC workshop sessions are videotaped and made available online. The CLRC Tutoring Center and Partnership for Student Success programs (Writing Center, Math Tutorial Lab and Gateway Tutoring) monitor student success data to assess student learning. The library uses a variety of methods to assess instructional activities and student information competency skills. (Standard II.C.1.b.)

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





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

**Recommendation**

## **Standard III – Resources**

### **Standard III.A. Human Resources**

#### **General Observations**

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

There is a high level of dialogue about student learning and institutional processes for evaluation and improvement as demonstrated through the integrated planning model. The components of the model touch on every aspect of the institution, including human resources. The deliberative process on replacing vacant positions and the staffing required to meet the student learning and success and respond to diverse cultural, ethnic, socioeconomic,

#### **Findings and Evidence**

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

Hiring committees are in place to ensure equal access to employment opportunities. The College uses PeopleAdmin to post the required qualifications for all positions. Human Resources conducts a comprehensive orientation for all search committees before interviews commence which includes EEO training. The College plans to update this EEO training

College is attentive to applicant pool diversity. The team strongly suggests the College



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

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

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

The College established the Professional Development Advisory Committee in October 2014 to align opportunities with the Educational Master Plan. Discussions with faculty, staff and administrators indicate that there is a broad ar TJETBT.468.58 419.3to oJTJ2(nist)-late that tge commto o419

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

## **Conclusions**

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

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

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

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

## **Recommendation**

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



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

The Co -term facilities planning centers around the Facilities Master Plan which is driven by the Educational Master Plan. The College also uses a long range facilities planning document (LRDP) required by the California Coastal Commission (CCC). In addition, the Chancellor Office requires the annual long term Five Year Capital Outlay Plan, Scheduled Maintenance and Special Repairs Program Five-Year Plan, and Space Inventory Reports. In 2013, the College also conducted a facilities condition assessment. The College received





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

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

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

The preparation of long-range capital plans considers Total Cost of Ownership (TCO) through cost modeling that is included within the long range capital plans and is prepared based on the historical cost for past college projects, the expertise of professional consultants,

long-range capital plans take into account enrollments into the future and existing and projected staffing levels to identify associated costs such as increased utility costs, additional furniture and equipment needs, and ongoing maintenance and repair. Estimated costs for implementation of projects included in long-range plans are inserted into funding schedules that align with expected allocations of college construction funds, local bond funds, state funds, and anticipated incentives/rebates to ensure the College follows its budgeting principles. (Standard III.B.2.a)

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

resource planning and ensures all constituencies throughout the College are provided the opportunity for input and consultation. As defined in the EMP, the Facilities M

## **Conclusion**

The College meets the standard.

## **Recommendation**

### **Recommendation 5:**

support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

## **Standard III.C – Technology Resources**

### **General Observations**

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

spanning three campuses and two remote locations, and an extensive local area network (LAN) on the Main Campus, supporting instructional and administrative applications. In the past two years, 2012-13 and 2013-14, Information Technology has replaced 872 desktop

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

The institution plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment based on the College's planning processes. Individual departments identify technology needs via the annual Program Review process, campus stakeholders engage in college wide technology planning and implementation committees, students and employees participate in campus wide technology surveys, and the institution utilizes evaluations/assessments to help identify current and future technology needs. Technology planning is rooted in the technology objectives contained in the Educational Master Plan and further refined in the District Technology Plan. The campus community has fully embraced the use of the qualitative aspects of the Program Review Process. The District Technology Committee (DTC), with input from the Instructional Technology Committee (ITC) and the Administrative Applications Workgroup are the primary groups responsible for developing the District Technology Plan. DTC includes representation from all college constituencies, including administration, faculty, staff, and students. The purpose of the District Technology Committee is to: make recommendations to the College Planning Council on IT planning priorities, new IT resources and requests, and IT policies; oversee and implement the District Technology Plan; purchase and oversee installation of campus technology, including both replacement and new hardware and software; assess the effectiveness of technology planning; serve as technical support and resources to units of the College that are using technology to serve students, faculty, staff, and community-based organizations; and, oversee and receive recommendations from the Administrative Applications Workgroup. Institutional support for a customized Moodle course/learning management system providing fully online, hybrid, and web-enhanced classroom-based instruction coupled with the judicious use of technology to support teaching and learning support a rich teaching and learning environment for students, faculty, and staff, both on and off campus. W heotd staff, bo3 Tm[ )JTJETBT1 0 0 1 50cO(s o(

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

Unified Digital Campus philosophy to provide seamless access to electronic resources to students, faculty, and staff. The campus portal (<http://pipeline.sbcc.edu>) is the gateway to almost all campus electronic resources, providing single sign-on to student information, reporting, file sharing, campus debit card features, and email. It also provides a central

student newspaper, and FaST News, a publication for college employees authored and distributed by the Public Information Officer. (Standard III.C.1.d)

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

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

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

SBCC is a Google Apps for Education campus which provides web-based email, calendaring, file storage, YouTube video storage, Google sites, and a large number of related services. These services are available to all students, faculty, and staff. Each person is provisioned with unlimited file storage. Google Apps were initially configured for all students in 2011 and in the following year, the faculty/staff migration biadBT1 0 0 1 133.94 212.3hemat2 12

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

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

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instructional support staff. The FRC, with five full-time staff and two faculty (re-assigned time), provides in-person, online, synchronous, and asynchronous training. This training is available through a series of scheduled small-group workshops each semester, by appointment, on an individual drop-in basis, or virtually. The Faculty Professional Development Committee, an Academic Senate committee, plans and organizes technology

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

The planning process for the Educational Master Plan and the ancillary District Technology Plan provide a transparent and participative process that has resulted in a continued focus on student success and institutional effectiveness. These planning activities coupled with a well-established annual program review process have resulted in an effective distribution of technology resources across the campus, providing technology in support of instruction in the classroom and supporting students either through Wi-Fi access with their own devices or via campus supplied technology in the computer labs and classrooms across the campuses. Having an explicit goal in the 2011-

plan for the adoption of new technologies of virtualization and cloud-hosted services to provide a robust and reliable infrastructure for students and staff. (Standard III.C.1.c)

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

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

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

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

-time faculty

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

Technology planning is integrated with institutional planning at multiple levels. Technology acquisitions are clearly linked to planning goals and are evaluated. These evaluations, and evaluations of technology needs, are the basis for improvement. ITD ensures that all technology acquired maintained, upgraded or replaced meets the College's mission and strategic goals. ITD helps oversee implementation plans, ensure purchases meet current technology standards, assure that acquisitions requiring ongoing institutional support fall into the support and resources ITD can provide. The tight integration between technology planning and budgeting ensures that the resources required by college programs and services are planned, budgeted for, and implemented. Goal 3.1 of the Educational Master Plan states,

has resulted in 14 planning initiatives within the current District Technology Plan and will

## **Conclusions**

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

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

## **Recommendation**

None

## **Standard III.D – Financial Resources**

### **General Observations**

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

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

The Colleges financial planning is further enhanced by a robust fiscal reporting system which includes monthly meetings with the Board Fiscal sub-committee and quarterly and annual reports available to the Board of Trustees, college faculty, staff and stud

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

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

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

The College planning is driven by the EMP. The Program Review process is the mechanism review process includes opportunities for all college stakeholders. The Program Reviews are vetted through Program Evaluation Committee, College Planning Council, Planning and Resource Committee, and the Board of Trustees. The College issues an annual calendar for program review and budget development. Further evidence of the awareness of financial and institutional planning comes from the 2014 Reflections on SBCC Survey (pages 6 through 15) that fon4BT-2( st)-12(g)10(nficr)3(a)-5(tll)-13(y)20(larS)-4(g)10(e)4(numbd)-11(e)4rd ofprep nts ware c

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The College has two audits, an overall audit and then an audit of the Proposition 39 Measure V Bonds. The College audits, since its last self evaluation, have been unqualified. The College has responded in a timely manner to audit findings and the number of findings has





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

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

**Conclusion**

The College meets the standard.

**Recommendations**

None

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

**General Observations**

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

**Findings and Evidence**

Leadership,  
campus,

p structure, which facilitates leadership from across the

Constituent groups that have a role in the participatory governance include: Academic

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

The College has both formal and informal evaluation processes in place to assess and implement ongoing improvement. Since 2010, the College has initiated a number of strategies to address evaluation and a commitment to ongoing improvement. Since 2012, several assessment processes and tools have emerged and are regularly implemented. The evaluation cycle involves an annual documentation review of the Resource Guide to Governance and Decision-Making by the College Planning Council and the Governance Process Review is completed biannually regarding the efficacy of the governance processes



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

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

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

## **Conclusions**

It is evident that since the last site visit and subsequent sanction and visits, that the leadership and the institution has done a significant amount of work to resolve the issues. The publication of the Resource Guide to Governance and Decision-Making has made clear the

## **Compliance with Commission Policies and Federal Regulations**







## **Credits, Program Length, and Tuition**

## **Transfer Policies**

Transfer policies are appropriately disclosed to students and to the public.

Policies contain information about the criteria the institution uses to accept credits for transfer.

The institution complies with the Commission Policy on Transfer of Credit.

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

## **Conclusion**

The team has reviewed the elements of this component and has found the institution to meet

## **Distance Education and Correspondence Education**

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are

addition of courses that constitute 50% or more of the units of a program completed through the mode of distance education. Interviews with key personnel on the Committee for Online Instruction (COI) indicate the C

## **Student Complaints**

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The team analysis of the student complaint files identifies any issues that may be

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

### **Conclusion**

The team has reviewed the elements of this component and has found the institution to meet

## **Institutional Disclosure and Advertising and Recruitment Materials**

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

### **Conclusion**

The team has reviewed the elements of this component and has found the institution to meet



## **Title IV Compliance**

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

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

### **Conclusion**

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