

EVALUATION REPORT

Santa Barbara City College Accreditation Team Roster

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Summary of the Evaluation Report

INSTITUTION: Santa Barbara City College

DATES OF VISIT: October 19-22, 2009

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

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

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

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

ACCREDITATION EVALUATION REPORT FOR SANTA BARBARA CITY COLLEGE

INTRODUCTION

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

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

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

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

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

Recommendation 4:

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

SBCC has responded appropriately to this recommendation. Several trainings pertaining to employee evaluation have been made available to staff, faculty, supervisors and management. Evaluation procedures have been tightened and efforts to enforce timeliness were adopted. Supervisor acc

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Eligibility Requirements

1. Authority

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

7. Degrees

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

8. Educational Programs

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

9. Academic Credit

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

10. Student Learning Achievement

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

11. General Education

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

12. Academic Freedom

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

13. Faculty

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

14. Student Services

The college provides appropriate services to students and de

19. Institutional Planning and Evaluation

The descriptive summaries, self-evaluations, and planning agendas in the self study, along with sections in the standards that specifically address pla

Findings and Evidence

A. Mission

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

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

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

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

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

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

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

B. Improving Institutional Effectiveness

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

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

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

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

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

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

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

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

Conclusions

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

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

In the 2002 accreditation report, the evaluation team recommended that Santa Barbara City

STANDARD II STUDENT LEARNING PROGRAMS AND SERVICES

General Observations

A. Instructional Programs.

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

With responsibility for adult education within the district

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

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

Both the library and CLRC have developed student learning outcomes that are mapped to

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

The Student Learning Outcomes Project at the college has been faculty-led and driven since 2004. SBCC has a number of faculty committees that oversee the implementation of SLOs: the Committee on Teaching and Learning, the Faculty Professional Development Committee, and the Planning and

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

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

The college uses program review and the SLO implementation cycle to assure currency and measure achievement of its student learning outcomes. Since 2004, SLOs have been a main focus of the college. The program review process has recently been analyzed by the college community; a revised template was used in the 2008-09 cycle. The college has plans to evaluate the institutional effectiveness of this new template. The main planning group for the college is the

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

All degree programs at the college require a minimum of 60 degree applicable units for an associate degree (18 units in the major, 21 units of general e

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

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

B. Student Support Services

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

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

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

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

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

SBCC offers counseling services for all students in four main departments: the Academic Counseling Center, Career Center, Health and Wellness, and the Transfer Center. In addition, specialized counseling services are available to the unique needs of special populations, such as athletes, new students, and those on probation. The counseling faculty and staff should be commended for their efforts in professional

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

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

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

The college is also to be commended on its progress in the development and implementation of student learning outcomes. The college has reached the Proficiency level in the accreditation Standard; it will most likely attain its goal of Sustainable Continuous Quality Improvement by 2012. There are course-level CSLOs (CSLOs) across instructional programs; CSLOs are mapped to Program SLOs (PSLOs) as well as Institutional SLOs (ISLOs); and results of assessment are widely distributed and discussed at the college. SBCC has developed a sustainable and accessible process for data collection and management. The college's Course Improvement P12.72,2004 Tc .fP.28 0 TD69-.0015 Tw [(The colelde)-.8(noic

The team has defined four commendations for Standard II.

Commendations

1. The Team commends Santa Barbara City College for creating an environment where the focus of the entire college community is on student success and achievement. There is a culture of evidence that promotes dialogue and the continuing improvement of programs and services.
2. The Team commends SBCC on reaching an accreditation standard level of proficiency for their work on student learning outcomes (SLOs). Meaningful, integrated dialogue and assessment of student learning takes place across all areas of the college, from course and program level SLOs to institutional SLOs.
3. The Team commends the college and its Continuing Education division for the scope and quality of its program for older adults. The breadth of course offerings, and the extraordinary, long-term popularity of the program make it unique among community colleges. (II.A.1.)
4. The Team commends the Luria Library and Cartwright Learning Resources Center for its extensive use of innovative communication technology (wikis, blogs, web pages, instant messaging) by library faculty to reach out and provide services to students (II.C); and enhancing student engagement through partnerships with faculty and the development of directed learning activities which extend classroom instruction into the tutorial environment (II.C.1.a).

STANDARD III RESOURCES

General Observations

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

Findings and Evidence

A. Human Resources

The college meets the expectations of the sub-standard. Personnel policies and procedures are well-documented and consistent with the parameters of Standard III.A. (III.A.3.a, III.A.3.b) The recently created Board Policy and Administrative Procedures Committee (BPAP) is charged with establishing a means for systematic review, consistent formatting and communication of board policies and procedures. This committee is currently chaired by the Vice President of Human Resources and Legal Affairs. The office of Human Resources and Legal Affairs provides ongoing information and support to the campus community on pe

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

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

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

The college provides a variety of opportunities and incentives for classified staff, faculty, and management to pursue professional development. For each employee group, at least 77% of employees believe "there are opportunities for me to expand my skills at SBCC." (Workplace Environment Assessment, tables A2a, A2b). Evidence is presented that training opportunities are responsive to employee requests. (III.A.5.a, III.A.5.b)

B. Physical Resources

The college meets the expectations of the standard. Detailed maps and web site photographs depict an attractive main campus situated in a unique oceanfront location. In addition to the main campus, which serves about 20,000 students per semester, SBCC also has two other centers, the Alice F. Stone Center and the Selmer O. Wake Center. These two smaller centers, combined, serve approximately 46,000 students per year. Given the student populations served, the relative square footage differs significantly

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

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

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

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

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

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

D. Financial Resources

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

SBCC's planning process is coordinated through the College Pla

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

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

The college goal of replacing technical equipment every three years has been extended to every five years due to the California budget issues. SBCC is committed to addressing

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

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

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

Commendations

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

STANDARD IV LEADERSHIP AND GOVERNANCE

General Observations

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

Findings and Evidence

A. Decision-Making Roles and Process

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

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

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

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

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

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

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

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

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

effective in facilitating communications among the various constituencies. This conclusion appears to be validated by the Workplace Environment Assessment which found that 82% of all respondents believe they are adequately informed about what is happening at the college. However, only a majority of the survey respondents felt

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

B. Board and Administrative Organization

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

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

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

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

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

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

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

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

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

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

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

Conclusions

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

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

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

Commendation:

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