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# **RESPONSES TO 2009 TEAM RECOMMENDATIONS**

President and/or the Superintendent/President meet with the Senate to share their perspectives. To date there has yet to be a case when the administration and the Senate have not reached a successful resolution of the positions to be considered by the College Planning Council for funding as part of the institution's budget planning process.

(7) The Senate's ranking of new and replacement faculty positions is submitted to the College Planning Council for its review and approval on the number of positions to fill. In most years, by the time the College Planning Council receives the Senate's rankings, it knows the actual number of full-







which have prompted an internal assessment of the efficacy of the administrative

## **Evidence**

- x R4-1: CCLC Contract
  - x R4-2: Board Policy by Approval Date
  - x R4-3: Board Policy by Number
  - x R4-4: Board Policy Cross Reference
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**Recommendation 5:** The Team recommends that the Board of Trustees regularly evaluate the Superintendent/President's performance, following Board policy. (IV.B.1.j)

**Recommendation 5 Update:** Board Policy 2435 requires that the Board conduct an evaluation of the Superintendent/President no later than July of each year. The Board administered the evaluation of the Superintendent/President consistent with this policy in 2008-09, 2009-10, and 2010-11. During the 2011-12 academic year, the Superintendent/President position was assumed on a one-year interim basis by a long-time Santa Barbara City College academic administrator. A Board evaluation of the Superintendent/President was not completed in that year.

The newly hired Superintendent/President joined the college in July 2012. During the July 27, 2012 special meeting of the Board of Trustees a discussion of the evaluation process for the Superintendent/President took place as a start to this annual cycle. Additional dialog occurred at the September 27, 2012 Board meeting. The Board will conclude this current year evaluation process by the 2013 deadline so noted in Board policy.

## **Evidence**

- R5-1: Board minutes from July 27, 2012 Special Meeting



## **Survey 2: Survey for Non-Enhanced Courses and Programs**

The CE Division's survey for non-enhanced courses and programs was administered in Fall 2009 to students at a variety of locations. Three-hundred twenty seven (327) surveys were completed. The main findings of the survey are as follows:

The majority of students were age 50 and above (79%), female (69%), and white, non-Latino (84%).

The highest proportion of students were enrolled in Older Adult courses such as art classes (43%) followed by craft classes (28%), and psychology (21%).

Students are overall very satisfied with Continuing Education. Ninety-eight (98%) would recommend Continuing Education to a friend.

assist it in completing its Educational Master Plan. It is intended for this planning process to commence in 2012-13.

**Evidence:**

P1.2-1 Educational Master Plan Draft 11/19/2009

P1.2-2 Academic Senate Minutes 10-14-09 EMP discussion.pdf

P1.2-3 CPC Minutes 10-20-09 EMP discussion.pdf

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**Planning Agenda 1.3:** Enhance the College's decision support system to expand user access to information needed to conduct planning and assessment processes. (Standard IB.3, p.106)

**Planning Agenda 1.3 Update:** The following actions have taken place:

A search for a new Decision Support System software platform began in late 2010. In April 2012, after evaluations and demonstrations by various vendors, Tableau was chosen as the best solution for providing wide access to dashboards and data needed for decision-making. ([www.tableausoftware.com](http://www.tableausoftware.com)) The college is now in the process of rolling out Tableau to an initial group of approximately 50 users, and will expand to college-wide access by mid-2013, at which point this planning agenda will be deemed complete.

In December 2011, representatives from Institutional Research and Information Technology joined forces to form the SPIRIT workgroup (Strategic Planning for IR and IT), with the mission of creating a common software code library and data warehouse that will provide a single source of truth for the various reporting systems, including Tableau. The group meets regularly (weekly or bi-weekly) to review new contributions to the code library

In July 2012 the Data Warehouse Workgroup was formed, and has begun designing, creating, and documenting the various data structures in the Data Warehouse.

**Evidence:**

P1.3-1: Extract from SPIRIT meeting minutes

P1.3-2: Sample Tableau data visualization

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**Planning Agenda 1.4:** By September 2010, evaluate the effectiveness of the first full year of the SLO Implementation Cycle. (Standard IB.3, pp.106, 115)

**Planning Agenda 1.4 Update:** By the end of September, 2012, all credit division departments will have completed each of the following five components of the college's Student Learning Outcomes Implementation Cycle. They will have: (1) written student learning outcomes for all courses and student services programs; (2) defined program student learning outcomes (PSLOs) for all state approved certificate and degree programs and for all student support programs; (3) mapped the course student learning outcomes (CSLOs) to the program student learning outcomes and to the institutional student learning outcomes (ISLOs); (4) assessed and entered into eLumens, the SLO management system, the student performance data, and faculty/student services comments about student performance; and (5) written and submitted for approval to the SLO Coordinating Committee course improvement plans (CIPs) for all courses and student services programs.

Each department is required to review its student performance PSLO data and include that data and analysis in their program review. The student performance data on the institutional SLOs is scheduled to be reviewed on an annual basis beginning in October, 2012 by the SLO Coordinating Committee and the Committee on Teaching and Learning. A complete report on SLO performance and on strategies departments have identified to improve student learning will be prepared by the SLO Coordinating Committee in March, 2013 and submitted for review to the Academic Senate, the Student Services Leadership Coordinating Committee, the College Planning Council, and to the Board of Trustees by June, 2013.

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**Planning Agenda 1.5:** By June 2010, evaluate the College's revised planning and resource allocation process and identify modifications needed for its improvement. (Standard IB.3 pages 106, repeated under Standard IB.4 on p.109)

**Planning Agenda 1.5 Update:** In discussions during 2010, three primary improvements in the planning and resource allocation process were identified:

1. A flowchart was created to define the process for prioritizing and processing facilities-related requests. Health and safety issues, basic repairs, and/or repairs required for compliance with city/state/federal codes are considered mandatory; all others are routed through the college's Program Review process for ranking. This improvement was implemented in 2011.
2. The Planning and Resources Committee of the Academic Senate defined improvements to the web-based Program Review software application, to streamline the collection and dissemination of departmental objectives, plans,



another report (Accreditation Analysis section 2.8). The Institutional Statistics Report also indicates whether or not student performance data has been entered for each CSLO class and each PSLO for student support programs. It also specifies whether or not the course or program improvement plans (CIPs) have been written.

The **Program Statistics Report** lists the courses in a program and whether or not the courses have CSLO's. It also indicates if they are mapped to PSLO's and ISLO's. In addition, this report lists courses needing to be scored or requiring that a CIP (Course Improvement Plan) be written.

The **Course Statistics and Evidence Report** shows the same lists as the Program Statistics Report, but breaks the information down to the course level. Each course in the selected program displays the CSLO's, the group of PSLO's to which it has been mapped, all of the semesters the course has been taught, and includes all the CIP's (full text) written for that course.

The college has asked eLumen to develop additional reports and reporting features. It agreed to do so and will include them in its next release scheduled for completion by January, 2013. It will add:

- ISLO mapping in the Institutional Statistics report.

- A list of classes never offered or without students.

- A list of courses without CSLO scores, including section numbers and instructors.

- The ability to run all existing reports over a specified number of semesters, not just a single semester.



given course is online or face-to-face. To manually reconstruct this information in eLumens is impractical due to the time difficulty of the software and data modifications required. Though eLumen has a Scoring Completion Report, it simply identifies whether or not faculty have entered scores on the CSLOs for their students. To protect individual faculty members from having their SLO performance data used for their evaluations, scores for individual sections of a course are aggregated for the purposes of review, analysis and improvement. Therefore, while comparisons between distance learning and face-to-face sections of the same course are made, there will not be an effort to do so for student performance on SLOs in distance learning vs. non-distance learning sections of the same course.

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**Planning Agenda 2.2:** By the end of the Fall 2009 semester, an online SLO training site for adjunct faculty will be completed. (Standard IIA.1.c page136 #1)

**Planning Agenda 2.2 Update:** The Faculty Resource Center (FRC) staff, which includes the SLO Coordinator, have developed a comprehensive website (<http://slo.sbccc.edu>) to guide all faculty through the processes required for completing the SLO tasks assigned to them, adjunct and full time. The site contains guides, tutorials, submission forms covering SLO composition, rubric development, SLO mapping and scoring, and the writing of CIPs (Course Improvement Plans).

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**Planning Agenda 2.3:** In September 2009, the SLO Project Coordinator will work closely with the Student Senate to involve more students in the dialogue pertaining to the improvement planning process and the evaluation of SLO performance measures. The president of the Student Senate will be asked to appoint one or two students to serve as members of the SLO Coordinating Group and one or two students to serve on the Student Services SLO Coordinating Group. (Standard IIA.1.c page136 #2)

**Planning Agenda 2.3 Update:** The Executive Vice President and the SLO Project Coordinator met with the Student Senate to lead a discussion on Student Learning

Further, at its October 30, 2009 meeting, two members of the Student Senate were appointed by the president of the Student Senate to serve as members of the SLO Coordinating Group and Student Services Coordinating Group. Starting in fall, 2012, the SLO Coordinating Group, which will include two students appointed by the president of the Student Senate, will meet on a regular basis which will enable the students to plan their schedules to attend these meetings.

**Evidence:**

- x P2.3-1: October 16, 2009 Student Senate Minutes
- x P2.3-2: October 23, 2009 Student Senate Minutes
- x P2.3-3: October 30, 2009 Student Senate Minutes

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**Planning Agenda 2.4:** The SLO Coordinating group will analyze data that include both instructional and student support SLOs and make recommendations for improvement. (Standard IIA.1.c page136, #3)

**Planning Agenda 2.4 Update:** With the completion of the data entry for the first full SLO Implementation Plan Cycle and the availability of the tools and reporting capabilities from eLumen, the SLO Coordinating Group will begin in October, 2012 its analysis of the instructional and student support services SLO data. It will report its:

**Planning Agenda 2.5 Update:** The Continuing Education Division is the non-credit and community service branch of the College.



revise the data load to reflect the current organizational structure of curriculum. Once this is complete, the CE Division will conduct further training to design appropriate rubrics so that assessment of stated SLOs can begin and the data entered into the system.

**Evidence:**

P2.7-1: CE Proposed SLO Timeline

P2.7-2: CE Division Tactical Plan Update 2008-2011

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**Planning Agenda 2.8:** In 2009-10, the Dean of Educational Programs who oversees Student Development, Counseling and Matriculation will explore opportunities for more efficient and timely evaluation of external transcripts including the use of DARS, use of

be dependent on the selection and implementation of a new college wide document imaging solution.

**Evidence:**

P2.8-1: Credentials, Inc. contract

P2.8-2: eTranscript CA contract

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**Planning Agenda 2.9:** Beginning in 2009-10, the Information Technology and the Institutional Assessment, Research and Planning departments will expand options for timely and accurate data extraction and reporting tools available to credit and Continuing Education student support service departments. (Standard IIB.1 page 185)

**Planning Agenda 2.9 Update:** In January 2009, the Administrative Systems and Institutional Research departments formed a joint Reporting Workgroup to standardize and organize the reports in our Argos reporting system, which is used across campus for operational reporting. We have over 1,000 reports available in Argos, and users reported difficulty in finding what they need. The workgroup made the following improvements:

Added a Continuing Education set of reports

Made reports easier to find by adding a searchable report catalog, and designing a new more intuitive directory structure for the reports

Standardized report naming conventions

Created a standardized Report Request Process

Improved data integrity and security

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**Planning Agenda 2.10:** By Spring 2012, the Board Policies and Administrative Procedures Committee will complete the process of reviewing all existing Board policies and administrative procedures, separate policies from procedures as appropriate, revoke obsolete policies and procedures, format and number all existing policies according to CCLC guidelines, and post all current policies and procedures to one location on the College Web site. All electronic access to College policies will be derived from a common source and multiple versions will be eliminated. (Standard IIB.3 p. 190)

**Planning Agenda 2.10 Update:**

detailed examination and rewrite will conclude in late Spring semester 2013 with an updated set of Board policies and administrative procedures which are aligned with the League's templates and accessible via various modalities (i.e., print, online).

**Evidence:**

P2.10-1: CCLC Contract

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**Planning Agenda: 2.11** By Fall 2010, the Dean of Educational Programs, Technology







updated set of Board policies and administrative procedures which are aligned with the League's templates and accessible via various modalities (i.e., print, online).

See also Recommendation 4 and Planning Agenda 4.3

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**Planning Agenda 3.3:** By December 2009, the Director, Facilities and Campus Development, working with appropriate staff, will develop the College's design and construction standards and incorporate sustainable practices where appropriate. (Standard IIIB.1 page 291 #1)

**Planning Agenda 3.3 Update:** In early 2009 the College worked with legal counsel to establish the process for developing District design standards to be able to specify proprietary materials and equipment and do so in a manner that meets Public Contract Code 3400 (b)(2). On February 26, 2009 the Board of Trustees passed Resolution No. 28 (2008-2009) enabling applicable college staff (Director of Facilities & Campus Development) to develop and issue a schedule of District standards to standardize the procurement, maintenance and replacement of materials and equipment incorporated in the District's public works and other facilities. Since then, the Director of Facilities & Campus Development has worked with college staff, vendors and suppliers to compile information on products currently used throughout college facilities. This effort has resulted in the online District Standard Materials and Equipment design standards document that was utilized in the development of the Humanities Modernization project which is funded by the Measure V bond. As a LEED (Leadership in Energy and Environmental Design) Accredited Professional, the Director of Facilities & Campus Development is preparing this document to ensure the college meets the highest levels of sustainability possible within the prescribed project budget.

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**Planning Agenda 3.4:** By Spring 2010, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will revise the College's standard construction specifications to incorporate sustainable practices where appropriate. (Standard IIIB.1 page 291 #2)

**Planning Agenda 3.4 Update:** The Director of Facilities & Campus Development assisted the project architect and LEED consultant in the development of the construction documents for the School of Media Arts (SoMA) project. This project was designed to meet the requirements of a LEED certified or silver level of certification through the United States Green Building Council (USGBC). Although the project has been postponed, the construction documents developed for this project have been used

as a template to develop District construction specifications that ensure the college meets the highest levels of sustainability possible within the prescribed project budget.

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**Planning Agenda 3.5:** By spring 2011, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will develop the College's Integrated Pest Management to improve sustainable practices. (Standard IIIB.1 page 292 #3)

**Planning Agenda 3.5 Update:** This plan is complete and will be posted to the Facilities & Operations website by Fall 2012.

**Evidence:**

- x P3.5-1: SBCC Integrated Pest Management Plan
  - x P3.5-2: SBCC Integrated Pest Management Plan Response Matrix
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**Planning Agenda 3.6:** By Spring 2010, the Director, Facilities and Campus Development, in collaboration with appropriate staff, will develop the College's recycling plan to improve sustainable practices. (Standard IIIB.1 page 291 #4)

**Planning Agenda 3.6 Update:** The design and construction documents that were prepared for the School of Media Arts (SoMA) project will be used as a template for the development of a college-wide recycling plan. A preliminary document entitled Santa Barbara City College Green Cleaning Plan was submitted to the USGBC as part of the SoMA project's LEED certification process and will be used as the basis for this college wide plan. This plan will be completed and posted to the Facilities and Operations website by Fall 2012.

**Evidence:**

- P3.6-1: Appropriate doc(s) from F&O website
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**Planning Agenda 3.7:** By Fall 2010, the Vice President for Information Technology will form a task force to establish and gather baseline data on the information technology training needs of the campus community, analyze this data, and develop training improvement plans. (Standard IIIC.1.b page 326 #1)

**Planning Agenda 3.7 Update:** In Fall 2009, the IT department assembled a group to address this need. The Staff Resource Center (SRC) conducted a survey to determine the training needs of the College staff. Results of the survey indicated that the majority

of staff prefer face-to-face training in a classroom setting, there was a need for Microsoft Office skills update training, many staff were unaware or unskilled in use of some of the College's internal systems, and release time is needed in order for staff to attend training in the SRC during work hours.

In response to the survey results, the SRC developed a training plan in July of 2010 to address the needs identified (that report begins on the next page). Several new courses were created and classroom attendance statistics were gathered.

Total number of class attendees in 2010: 137

Total number of classes: 52 (14 courses)

By 2011, the SRC had adjusted its course offering, consolidated several courses, and began exploring alternative course delivery methods.

Total number of class attendees in 2010: 207

Total number of classes: 41 (6 courses)

Attendance increase of 51%

In 2012, IT and the SRC began a focus on Google Apps training in anticipation of the migration from the college's mail platform from Novell Groupwise to Gmail. As of July, approximately 49 departments have been trained, with additional training scheduled up to the date of the pending migration in late Fall.

Delivery of a new training needs survey and an update to the plan is scheduled for Fall 2012.

2012 - Total number of attendees: 283

Total number of classes: 44 (5 courses)

Attendance increase of 3



**Planning Agenda 4.3 Update:** This planning agenda repeats the content and spirit of Recommendation 4 and Planning Agenda 3.2. Please refer to those sections for an update on this item.



P1.5-1: Facilities Request Process Flowchart 2012.pdf

P2.3-1: October 16, 2009 Student Senate Minutes

P2.3-2: October 23, 2009 Student Senate Minutes

P2.3-3: October 30, 2009 Student Senate Minutes

P2.5-1: CE Curriculum Review Committee (CRC) Procedures

P2.6-1: Version II - Draft of CE Adjunct Faculty Evaluation (credit model)

P2.6-2: Version III - Draft of CE Adjunct Faculty Evaluation

P2.7-1: CE Proposed SLO Timeline

P2.7-2: CE Division Tactical Plan Update 2008-2011

P2.8-1: Credentials, Inc. contract

P2.8-2: eTran