



**2018 MIDTERM REPORT CERTIFICATION PAGE**

To: **Arizona Commission for Community and Higher Education**  
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Santa Barbara City College continues to provide excellence in education to the community that it serves. SBCC's academic programs and student support services are regarded as outstanding, and the College has earned a strong reputation in the community, region, and state, as evidenced by the myriad of awards received honoring the work of its faculty, staff, administrators, and students. SBCC serves approximately 17,000 credit students and 3,000 noncredit students annually. The College offers strong academic programs with innovative and award-winning student success initiatives, a robust transfer program, and a rich career technical program reflective of the local business community's input and workforce needs.

Santa Barbara City College has actively engaged in the standards upheld by the accreditation

The draft Midterm Report was made available to the college community. The final Midterm Report was reviewed by individual constituent groups: President's Cabinet, Academic Senate, Associated Student Government, Classified Consultation Group, Advancing Leadership Association group and College Planning Council. These groups include campus leadership, faculty, staff, and student representation.

The Santa Barbara Community College District Board of Trustees approved a copy of the final Midterm Report with supporting documents at the September 27, 2018 meeting.

In the 2015 Institutional Self Evaluation, the College identified

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Based on suggestions from the Program Evaluation Committee during its Spring 2015 analysis of program reviews, develop a plan to provide professional development for faculty to use their program review student data more effectively.

This Actionable Improvement Plan is in progress. Each year, training of department chairs and relevant faculty is provided by the Office of Institutional Assessment, Research, and Planning (IARP) focused on data analysis for program review ([II.A.2.e.1](#), [II.A.2.e.2](#)). This training includes how to analyze instructional modalities and student demographic data. The Program Evaluation Committee has reported improvement annually as well as continued need for ongoing training ([II.A.2.e.3](#), [II.A.2.e.4](#), [II.A.2.e.5](#), [II.A.2.e.6](#)). IARP continues to offer individual support to employees who request help with using and interpreting program review student data. Additionally, SBCC is deploying a new platform, eLumen's Strategic Planning module, which is launching Fall 2018 ([II.A.2.e.7](#)).

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The College will address the current requirement that all new-to-college students are directed to come to main campus to complete English and mathematics assessment exams for placement by implementing an online assessment and placement tool to ensure equitable access for all new-to-college students so they are able to complete all mandated matriculation services asynchronously.

Following the passage of AB 705 (Irwin) in 2017, the college determined to respond to the legislation directly, rather than to proceed with this Actionable Improvement Plan as described. AB 705 specifies that by Fall 2019 new-to-college students will no longer be required to complete assessment. Prior to the passage of AB 705, SBCC developed

The number of Saturday Vaquero Days and the services offered on these days has been increased. Saturday events are now a "one-stop-shop" where students can complete all matriculation services in one day ([II.B.3.a.4](#)).

Santa Barbara City College is adopting AB 705's approach to direct placement. Supportive curriculum is under development as per the Chancellor's Office guidance for students who fall outside the direct placement into transfer-level English and mathematics.

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The institution recognizes the requirement to accord equivalent access to instructional support services to distance education students as their counterparts who enroll in classroom-based instruction. The institution promotes efforts to develop and implement synchronous tutorial support for distance education students.

This Actionable Improvement Plan is complete. An initial pilot was created during 2015-2016 using Zoom to connect and serve students ([II.C.1.c.1](#)). In 2017-2018, the College selected,



The Plan reflects the District's commitment to Equal Employment Opportunity and promotes practices that are nondiscriminatory.

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Based on the anticipated success of the improved classified management and educational administrator progress report process, the College will examine the evaluation processes of the other groups in the interest of supporting the growth and development of these personnel and strengthening the process and outcomes for all who are involved.

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Institutionalize strategic measu

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The College will develop a Facilities Master Plan (FMP) that will be the foundation of the College's long-range planning efforts. The FMP will be reviewed and approved by all college governance groups through the consultation process and will further illustrate college-wide consensus on the focus of these efforts. The FMP will also include projects that have been vetted through the consultation process and determined by all college constituencies to be top priority.

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As a result of the Fall 2015 Accreditation Team visit, five recommendations were identified in the February 5, 2016 External Evaluation Report. Recommendations 2, 3, and 4 were to resolve compliance with ACCJC standards and were fully addressed in the March 2017 Follow-Up report ([IER.0.1](#)). On June 23, 2017, Santa Barbara City College was notified that “After

The EMP annual review process and EMP Progress Report production is led by the office of Institutional Assessment, Research, and Planning (IARP), with major input from the Program

next cycle is scheduled for Fall 2018. This formal cycle has led to increased accountability for review of processes and accountability of planning.

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In order to ensure the College's aging

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(Definition: The course completion rate is calculated as the number of course completions with a grade of "C" or better divided by the total number of students enrolled in the course.)

Institution Set Standard

Stretch Goal

75.8%

Actual Performance

Difference between Standard and Performance









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