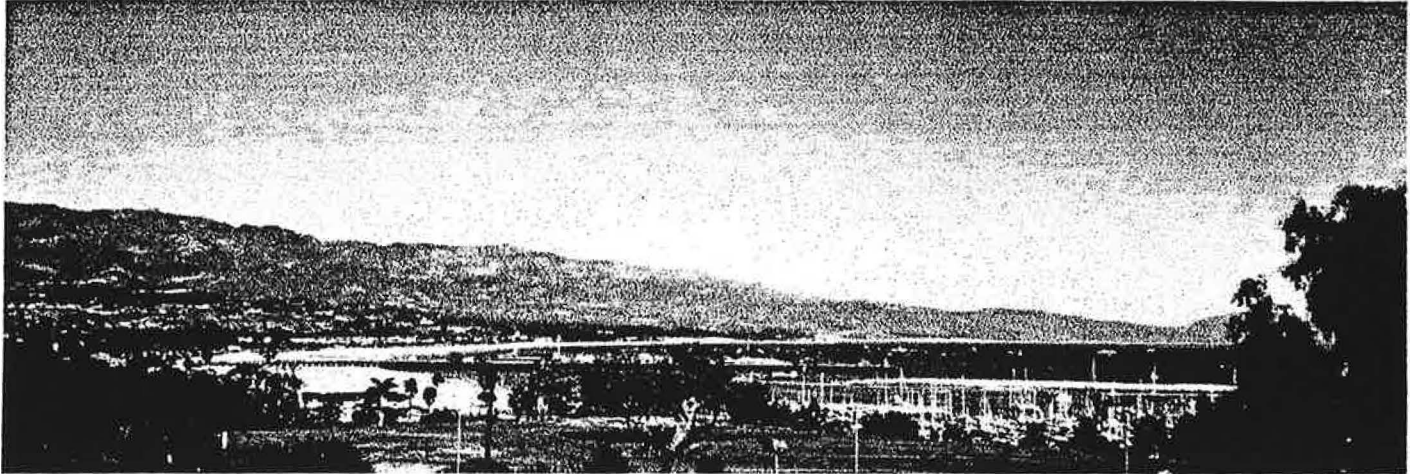


# **Santa Barbara City College**



## **Accreditation Self Study 1996**

**Institutional Integrity  
Educational Programs  
Student Services and  
the Co-Curricular Learning Environment  
Faculty and Staff  
Library and Learning Resources  
Physical Resources  
Financial Resources  
Governance and Administration**

**Submitted to the Accrediting Commission for Community and  
Junior Colleges, Western Association of Schools and Colleges**

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**DRAFT #1  
COLLEGE PLANNING COUNCIL  
FEBRUARY 20, 1996**

Report of

# **Institutional Self-Study**

## **For Reaffirmation of Accreditation**

*Prepared and submitted by:*

**Santa Barbara City College**  
721 Cliff Drive  
Santa Barbara, California 93109-2394

October 1996

*The Board of Trustees*  
*Santa Barbara Community College District*

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To:  
The Accrediting Commission for  
Community and Junior Colleges of the  
Western Association of Schools and Colleges



## Steering Committee

**The Self Study Steering Committee consists of a representative body of college faculty, staff, students, and administration. Existing governance structures have served as the principal planning, consultative, and coordinating groups for the Self Study. The group providing centralized leadership is the College Planning Council. The following members of the Santa Barbara City College campus community serve as chairs and co-chairs for the writing and documentation of the college's compliance with the Eight Accreditation Standards.**

Dr. Peter R. MacDougall, Superintendent/President; Steering Committee Chair;  
Co-Chair for Standard 8

Lynda Fairly, Vice President, Student Affairs; Chair for Standard 3

Dr. Jack Friedlander, Vice President, Academic Affairs; Co-Chair for Standard 2

Dr. Charles Hanson, Vice President, Business Services; Co-Chair for Standards 6 and 7

Dan Oroz, Vice President, Human Services; Chair for Standard 4

John Romo, Vice President, Continuing Education; Co-Chair for Standard 2

Bill Hamre, Associate Vice President, Information Resources; Co-Chair for Standard 1;  
Accreditation Liaison

Kathleen O'Connor, President, Academic Senate; Co-Chair for Standards 2 and 8

Nelson Yang, President, Student Senate

Charles T. Garey, Professor, Theatre Design and Technology; Co-Chair for Standard 1

David Kiley, Librarian; Co-Chair for Standard 5

George Gregg, Director of Educational Technology and Computer Services; Co-Chair for  
Standard 5

Granville Knox, Director, Facilities and Operations; Co-Chair for Standard 6

David Pickering, Controller; Co-Chair for Standard 7

Janice Peterson, Assistant Professor, Communication; Self-Study Coordinator

# **Santa Barbara City College**

## **Self Study Outline**

- I. Introduction
  - A. Compatibility of objectives between Accreditation and Project Redesign.
  - B. AACJC approval for Santa Barbara City College to conduct an experimental re accreditation process. (Self Study and Accreditation Team Visit)
  - C. Areas of departure from the traditional Accreditation process.
  - D. Methods for covering the Eight Standards of Accreditation and the focus on Project Redesign
  - E. Essential elements of Project Redesign as Reflected in the Master Plan
    1. Background (Purpose, Vision Statement, Goals and Objectives, Strategy)
    2. Initial Development (Leadership, Campus Involvement, Project Management, SBCC Core Processes, and Team Charge).
    3. Implementation
    4. General Blueprint for Project Redesign
    5. Evaluation
- II. College methodology for completing the Self-Study.
- III. Responses to recommendations of the previous Accreditation Visiting Team and implementation of plans from the 1990 Self Study.
  - A. Response to recommendations of the previous Accreditation Team
  - B. 1990 Accreditation Self-Study and relationship to the College's Statement of Institutional Directions
- IV. SBCC's verification that the Eight Standards are being met
  - A. Institutional Integrity, Purposes, Planning, and Effectiveness
  - B. Educational Programs
  - C. Student Services and the Co-Curricular Learning Environment
  - D. Faculty and Staff
  - E. Library and Learning Resources
  - F. Physical Resources
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  - H. Governance and Administration
- V. Project Redesign: An Institutional Case Study of its influence on Santa Barbara City College from the perspective of the ACCJC Standards for Accreditation.
  - A. Project Redesign Teams: End Results and Constraints

- B. Results of Project Redesign Activities and Teams on the Standards: Implications for college-wide practice.
- C. Results of Redesign Teams and Activities in Meeting the Goals and Objectives of Redesign at SBCC
  - 1. Transform college practices to effectively meet future challenges.
  - 2. Improve quality of instructional programs and support services.
  - 3. Enhance client-focused operations.
  - 4. Enhance fiscal conditions of the college.
  - 5. Use technology effectively.
- D. Projections for the Future
  - 1. Anticipated impact of Redesign teams yet to begin work.
  - 2. Prioritization/completion of implementation plans for teams in progress.
  - 3. Assimilation of Project Redesign into the college culture.
  - 4. Maintaining continuous quality improvement.

## VI. Conclusions

- A. Summary of Project Redesign and Accreditation
- B. Opportunities and Challenges for the Future
- C. Sharing the SBCC Redesign Experience with Others

### III. RESPONSES TO RECOMMENDATIONS OF PREVIOUS ACCREDITATION VISITING TEAM

#### STANDARD ONE: GOALS AND OBJECTIVES

**Commission Recommendation :** *The college needs to develop a more efficient, reliable, and responsive integrated database and information system to support ongoing institutional research, planning, and decision making.*

During the past five years the College has undertaken major initiatives in the area of improving information services. The College ended its association with the Central Coast Computing Authority (a joint powers agreement (JPA) for computer operations between the College and the Santa Barbara K-12 school district), and established the Information Resources Division within the College's administrative structure. More than a year of planning was involved in making the transition from the previous JPA. Beginning July 1, 1992 several programming and operations staff from CCCA were employed as College employees, working under the direction of the Associate Vice President, Information Resources. The Information Resources Division was created using the combined resources from the departments of Planning and Research, Educational Technology and Computer Support, and CCCA contract costs for Management, Programming, and Operations. The transition of College applications software from CCCA to the campus was completed in January 1993, after new computer equipment was purchased, installed, and configured.

The College has participated over a three-year period with San Joaquin Delta College and Saddleback District in the design of new administrative system software. This cooperative effort, known collectively as "The Delta Group," resulted in the completion of functional system requirements, data flow diagrams, and data models for Curriculum Management and Student Records systems. This systems analysis and design activity provides the "blueprint" for future information systems development activities within the College. The "Delta Group" design, along with Project Redesign initiatives, will form the basis for the re-development of the College's administrative systems during the next three years (1996-1998).

Over the past four years the College has developed a college-wide networking infrastructure to connect faculty, staff, and students of the College. In Fall 1992 the College completed the installation of a fiber-optic backbone throughout campus, linking every building. During the subsequent three years, internal building distribution wiring was completed for every building on campus to tie individual workstations to the campus-wide local area networks (LANs). In Spring 1996, the College completed wide area networking (WAN) capabilities to the Continuing Education Centers (Schott and Wake) through frame relay connections.

The College has made a clear commitment to the acquisition and renewal of information technology to support the work of the institution. For the past four years, \$ 320,000 per year has been allocated to a computer equipment replacement fund to support the technology infrastructure on campus. These funds, along with grant funding, and departmental resource reallocations, have been used to achieve the SBCC technology vision of having a networked computer available to every knowledge worker on campus. This includes having a computer on the desk of every full-time faculty and staff member, and computers

available to part-time faculty and student use. The ongoing renewal and support of this technology infrastructure continues to be a challenge for the College community.

The College has established and staffed a Faculty Resource Center (FRC) to train and support faculty in the design and development of instructional materials. The faculty training activities include an introduction to computers, instructional design techniques, presentation software tools, Internet access and use, World Wide Web page development, multimedia applications, and other specialized training. The FRC is a vital link to the effective use of instructional technology on campus.

The Internet has become a valuable and essential extension of the College's network. The College has implemented Novell Groupwise as its integrated "groupware" product for E-Mail (both campus and Internet), calendaring, scheduling, and resource sharing. The College is committed to the installation and support of the Netscape Web Browser throughout campus - for both Internet and Intranet (SBCC) uses. The College will begin the implementation of electronic forms processing during the Spring 1996 term.

The Information Resources Division has undertaken major systems development, data warehousing, and software tool acquisition to ensure data quality and to support the research, planning, assessment, and decision support systems of the institution. This has included the development of a new faculty load management and payroll system, the automation of the schedule publication process, and the development of "data warehousing" capabilities to provide ad hoc query and summary-level data access. Currently these information access capabilities are largely limited to information resources staff. The next step is to make these institutional support systems widely available through the College network. This initiative is the focus of a College redesign project (Access To SBCC Information) scheduled for Summer 1996.

## **STANDARD TWO: EDUCATIONAL PROGRAMS**

**Commission Recommendation:** *The College should continue current efforts to improve the coordination of credit and non-credit ESL programs with specific attention to the development of policy statements describing the purpose of each program.*

A policy statement exists which describes the purposes of both the credit and non-credit ESL programs (2.1). Coordination between the two programs continues to improve. Meetings regarding ESL have occurred with the credit and non-credit deans and the credit department chairperson and non-credit supervisor. A joint in-service was held which involved both credit and non-credit ESL teachers. The in-service focused on teaching methodologies with emphasis on cooperative learning. An additional in-service was held for non-credit teachers that was led by two of the credit ESL contract instructors.

There is constant advertising of and referrals between the credit and non-credit ESL programs. Individuals who are turned away from the credit program are referred to the non-credit program; and, whenever appropriate, non-credit students are referred to the credit program, particularly at the higher levels.

The College has initiated several additional efforts to better integrate the credit and non-credit English as a Second Language program. These efforts include:

- a. Development of statements of program policy and focus by the leadership from both the ESL credit and non-credit programs.

- b. Initiation of a pilot study to move the Level 1 credit curriculum to non-credit. This experiment was abandoned with the Spring 1991 Semester.
- c. Establishment of more effective methods to direct students who are not intending to pursue a certificate/associate degree to the non-credit program.
- d. Continued work on improving articulation for students wishing to transfer from the non-credit to the credit program.
- e. Efforts to encourage and coordinate staff development opportunities for both credit and non-credit ESL faculty.
- f. In Summer 1995, the College provided funding for two instructors (one from the credit division and one from the non-credit division) to develop a program for students in non-credit ESL classes who are interested in continuing their education in the credit division (2.2). This transition program, implemented in Fall 1995, is designed to: (1) provide non-credit ESL students with information on educational and career opportunities available to those interested in completing certificate, degree and/or transfer requirements; (2) inform students of the skills, commitment and resources needed to succeed in college credit courses; (3) encourage these students to enroll in sections of non-credit ESL classes that are specifically designed to prepare them to enter the credit ESL program; (4) provide students in this program with enrichment activities designed to increase their interest in and preparation for pursuing college certificates and/or degrees; and (5) assist these students in making the transition from non-credit to credit courses. At the end of the first term of the program, students complete the College's assessment exams and are placed in the appropriate course levels of reading and writing in the credit division.
- g. Faculty and administrative staff in the credit and Continuing Education divisions are examining their course offerings to determine how they can be structured to better respond to time constraints of students. Distance learning, as well as other alternative methods of delivering instruction, are being explored to better serve non-traditional students.

During the Fall 1995 Semester, a special program advisory position was funded to coordinate articulation between the two programs and to provide transition services to students. In addition, non-credit ESL and Citizenship classes were offered on the credit program main campus during the Fall 1995 Semester. These courses were offered at times which compliment the credit program curriculum.

**Commission Recommendation: *The College should examine the role and upgrade the image of vocational education. The role of non-credit and credit instruction in vocational education needs to be clarified, with attention to the needs of non-traditional students who wish to pursue a degree or certificate in the credit program.***

Substantial progress has been made in strengthening the College's vocational education programs. The Career Advancement Center began operating in Fall 1991 and has achieved all of the objectives for which it was established in the areas of information dissemination, recruitment of students, strengthening part-time and full-time job placement, implementation of an internship program, expanded career advisement and counseling services, and coordinated high school and business outreach. The occupational education program advisory committees have been strengthened and they are being utilized by instructional departments (3.3). The Chancellor's Office, in conjunction with the Employment Development Department awarded the college two grants to develop a system



for tracking the employment and earnings of occupational education students in the labor market (3.2).

A major remodel plan has been developed to upgrade the facilities for several of the vocational education programs. If funded by the state, the facilities will be substantially enhanced in the areas of Graphic Communications, Environmental Horticulture, Electronic/Computer Technology, the Nursing Learning Laboratory, Radiography (X-Ray) Technology and the new Multimedia Studies Program. This major remodel project will greatly enhance the image of these vocational programs.

Procedures are in place to ensure that there is coordination between the credit and non-credit offerings in business, health education and technologies areas. Appropriate staff from the credit and Continuing Education divisions contact one another if they anticipate possible overlap in their proposed offerings. Additional coordination takes place by requiring that all non-credit and credit classes be approved by the College's Curriculum Advisory Committee before they can be offered.

In Spring 1995, the College created a Business Outreach Services Steering Committee. The purpose of the committee is to coordinate the programs and services provided to the business community by the educational divisions of the College. This committee, which is comprised of faculty and staff representatives from Academic Affairs, Student Affairs, Continuing Education, the Foundation for Santa Barbara City College and the Public Information Office, has been very effective in achieving its objective of improving coordination and cooperation among the major units of the College (2.3).

In the Continuing Education unit, the primary emphasis on vocational education has been in the following curricular areas:

- computer applications
- interior design
- career preparation
- health occupations (35-40 courses per term for RN's, LVN's and CNA's)
- auto services and technology
- electronics
- welding
- business administration
- vocational English as a Second Language

During the 1993-94 academic year the College supported a position funded from VATEA to provide more coordinated articulation between credit and non-credit programs and to provide more effective advising services to students.

During the 1995-96 academic year, discussions have been initiated to consider expansion of services into the following areas:

1. Radiography. Credit/non-credit courses would be offered for students seeking continuing education units. Staff in the credit Health Technologies division and Continuing Education staff would work together in course development and program administration.
2. Health Information Clerk: Discussions were initiated in Fall 1995 to develop a program offering credit and non-credit enrollment opportunities and the possibility of matriculation from non-credit to an Associate Degree program.

## STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

**Commission Recommendation:** *The college needs to distribute its student due process or grievance procedure broadly, as indicated during the previous accreditation visit. Santa Barbara City College has a formal plan; it should publish a summary of this plan in a college publication normally distributed to students.*

A summary of the Student's Grievance Procedures is included in four College publications. New and new transfer students receive the "Student Planning Guide" at new student orientation and advisement sessions. SBCC also publishes three "Schedule of Classes" each year and the college catalog. Each student receives the procedures at the time of registration. The summary of grievance procedures has been included in these publications.

**Commission Recommendation:** *The college should integrate into its planning process the overall planning, articulation, and coordination of credit and noncredit curricula, as well as the growing need for additional facilities and parking space at off-campus sites.*

The Continuing Education Division participates fully in all District-wide planning efforts. Furthermore, efforts to improve articulation between the credit and noncredit curriculum were initiated in 1993-94 and continue to date. All new courses proposed by staff are reviewed and approved by the Continuing Education Curriculum Committee. Committee actions are forwarded to the College Curriculum Advisory Committee of the Academic Senate. Questions or concerns relating to the noncredit curriculum are brought to the attention of the Vice President for Continuing Education by the chair of the Senate Curriculum Committee and/or the Vice President for Academic Affairs.

As noted in response to Standard 2 recommendations, significant improvements in coordination and articulation have been achieved in the areas of business education, technical/vocational programs and English as a Second Language.

We have attempted to encourage an attitude that instructional facilities are District facilities and should be used for both credit and noncredit courses. Successes of note include:

- Noncredit business lectures and seminars offered on the credit campus.
- Credit computer application courses offered at the Wake Continuing Education Center.
- Vocational noncredit courses offered on the credit campus (e.g., automotive technology, electronics, welding).
- Establishment of the Business Outreach Services Steering Committee (noted in the response to Standard 2).
- Establishment of articulation efforts between the credit and noncredit ESL programs (noted in the response to Standard 2).

Greater efforts toward articulation and coordination between the noncredit coordinator of health technology curriculum, the administration and faculty in the credit Health Technology programs and the Regional Health Occupations Resource Center staff.

The Wake Center parking lot was significantly expanded to better accommodate student and staff needs. The problem at the Schott Center has not been addressed as there is no possibility for expansion within existing space and the cost of acquiring additional land is prohibitive.

## STANDARD FOUR - FACULTY AND STAFF

**Commission Recommendation:** *"As called for in the Self-Study, the college should review and revise all personnel policies and procedures to reflect employment and governance changes required by AB1725, with particular attention paid to policies affecting classified staff".*

**Report:** The college has reviewed and revised all appropriate personnel policies and procedures in compliance with AB1725. SBCC was one of the first colleges in the State to accomplish all required reforms called for in AB1725.

Required action accomplished by SBCC:

- Adopt Procedures for Faculty Role in Governance  
Adopt Procedures for Staff Role in Governance  
Develop Staff Development Plan  
Approved Affirmative Action Plan  
Implement Minimum Qualifications  
Establish Equivalencies for Minimum Qualifications  
Establish Local Hiring Criteria  
Hire Administrator by Contract  
Establish Administrator Retreat Policy  
Evaluation Part-time Instructors  
Establish Peer Review  
Establish Faculty Service Areas  
Implement Tenure Reforms

Since the October, 1992 Accreditation Mid-Term Report, the various changes required by AB1725 have continued to be refined and improved. The new faculty disciplines, minimum qualifications and equivalency policies have all worked very smoothly with no formal grievances submitted regarding the implementation and administration of policy.

The tenure reform policies have also worked well as the policies were established were well written and are clearly understood and followed.

In summary, the college has successfully implemented all the provisions of AB1725 and they have contributed to the excellence of the Human Resources program at Santa Barbara City College.

### **Additional comments on items contained in the Accreditation Report under Human Resources**

The **evaluation** process for regular faculty and hourly faculty has been reviewed and the Board of Trustees adopted revisions to comply with the New Tenure Law (AB1725). In addition, the Board of Trustees approved additional changes to the faculty evaluation policies and the need was determined appropriate by the Academic Senate.

The District's **Recruitment** and **Affirmative Action** Program Plan have had several major changes made to it to comply with AB1725, the Civil Rights Act of 1991, and the new Title 5 Affirmative Action Regulations. The Personnel Department has

increased its faculty recruitment efforts by participating in several job fairs and increasing its advertising for positions. New initiatives were begun, including the use of the Faculty Applicant Registry, development of the ABRATRAK applicant monitoring system, Adverse Impact/Validation studies, Affirmative Action Advertising and monitoring for part-time faculty, implementation of the Americans with Disabilities Act, revision to AB803 grievance procedures, and other technical changes required by AB1725. All policy changes were reviewed with the Affirmative Action Committee and approved by the Board of Trustees. The District also completed its required ADA Self-Evaluation program and made several changes to comply with the ADA policy and meet the needs of our disabled community.

The District has improved its ratio of part-time to full-time faculty by hiring 17 additional full time faculty using AB1725 funds and is in compliance with the State mandated ratio of full-time to part-time faculty.

The District has developed all new policies required by AB1725, i.e., Tenure, Evaluation, Layoff, FSA', Minimum Qualifications, Equivalencies Disciplines, Diversity Hiring, Faculty and Staff Participation in Governance Policies, Faculty Intern Program, Administrative Contracts, Administrator Retreat Rights.

The Benefit Committee has continued to meet to explore options to improve the benefit package. Major changes have been made to the benefit plans as a result of this review, e.g., major change to Salary Continuation Program Plan, Flexible Benefits Plans (IRC 125), Mandated Delta Dental Plan, Blue Cross Fee-for-Service Plan added to District program.

Staff Development activities have continued to increase as a result of added AB1725 funding. The Classified Council has developed a new orientation film which is used for all new classified staff. The AB1725 Staff Development Committee continues to meet and monitor the expenditure of AB1725 Staff Development funds. Expenditure reports and Area Staff Development Plans were submitted as required. The Faculty Enrichment Committee and Classified Council continue to offer varied faculty and staff development activities. An annual report of these activities is submitted to the Chancellor's Office and is on file in the Personnel Department.

The greatest improvement in Staff Development has been for Classified Staff with a very active Classified Council scheduling two major on campus in-service days each year with excellent attendance by Classified Staff (100+ each in-service day). A typical in-service was when various breakout sessions were held covering topics such as "CPR", "Health Fair", "Team Building", "Diversity", etc. Off campus workshop attendance by Classified employees is excellent with staff attending such workshops on "Stress Management" "Communication Skills", "Conflict Management", "Dealing with Negativity".

The Management Development Program has also improved with a very active skill building program in place for Managers and Supervisors. Both on campus and off campus workshops are scheduled. Recently a new program was developed for all new managers/supervisors to insure they receive the Management/Supervisory skills necessary to be a successful supervisor of employees. The program includes a skills inventory/assessment with a plan developed for each individual new supervisor.

## STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

***Commission Recommendation:*** *The College should formulate a comprehensive plan for the coordinated development of all learning resources.*

The College has completed a comprehensive assessment of all learning resources (5.1 and 5.2). A number of recommendations contained in the report to strengthen the management and coordination of the College's learning resources were implemented during the 1995-96 academic year. These changes included:

- (1) assigning a faculty member 100% time in 1995-96 to coordinate the College's supplemental support services and to institute a sound plan for managing these services (5.3);
- (2) designing and implementing a redesign project to increase the effectiveness and efficiency in the processes used to identify students in need of supplemental instructional services and to provide such services to these students (5.4);
- (4) implementing the reorganization of the Media Services unit to allow for better coordination of the maintenance and repair of computers and media equipment used in instruction (5.5);
- (5) developing a plan to implement the recommendations from the Supplemental Instructional Support Services Redesign Project (5.6); and
- (6) developing a Library Instructional Technology Plan detailing the role of the Library in responding to the changing needs of faculty and students resulting from advances in accessing information from computer-based databases and the Internet (5.7).

Two additional steps have been taken to increase the coordination of the College's learning resources. Since the start of the Fall 1995 Semester, the Vice President of Academic Affairs meets each week with the directors of the Learning Resources Center, the Faculty Resources Center and the Educational Technology support unit (5.8). When appropriate, the head librarian, faculty and support staff involved in the delivery of supplemental instructional support services are invited to participate in these meetings.

A second important step that has been taken to increase the coordination and effectiveness of the College's instructional support services has been the expansion of the Academic Senate's Tutorial Committee's mission to include all supplemental instructional support services. The Learning Resources Center/Tutorial Committee is comprised of faculty representatives from each of the instructional divisions of the College, support staff involved in delivering supplemental instructional support services, and a Dean of Academic Affairs (5.9). The new initiatives noted above have resulted in a substantial improvement in the management and coordination of the College's instructional support services.

## STANDARD SIX: PHYSICAL RESOURCES

Standard Six: Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives. **(No recommendations).**

## STANDARD SEVEN: FINANCIAL RESOURCES

Financial planning is based on educational planning in a process involving broad staff participation.

**Commission Recommendation:** *The college should prepare written fiscal procedures dealing with budget development and the relationship between the Statement of Institutional Directions and the Adopted Budget in order to facilitate understanding among staff of this very important aspect of planning. This effort, in conjunction with training sessions, should help promote understanding and participation in the budget process by staff.*

- a. Budget development principles have been developed and endorsed by the Board of Trustees; however, the budget development process has changed little. The complex process of reallocating fiscal resources is understood more by the Cabinet and the College Planning Council, but the reliability of the State projections has caused much confusion within the District. One-year plans are tenuous at best, and two-year plans have been meaningless in the past three years. There have been no new resources to allocate—in fact, base revenues have had to be redistributed as shortfalls occur. The link between the Statement of Institutional Directors and the Adopted Budget is discussed in the attachment. The Accreditation Midterm Report (October 1992) is also attached for reference.

## STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

**Commission Recommendation:** *The Board of Trustees and administration should consider additional ways to set the tone for open, two-way dialogue with all staff. For example, the board could consider providing representation of all college constituencies in board subcommittee meetings.*

The team recommendation to consider additional ways to set the tone for open, two-way dialogue with all staff has been responded to as follows:

1. The Chair of the Classified Council is provided with an opportunity to present a report at all Board Meetings. This is in addition to reports by the Academic Senate President and the ASB President.
2. All campus constituencies are provided with agenda(s) for all Board committee meetings, and these meetings are open.
3. In addition to formal structures, Board Members and administrative staff interact with staff on a less formal basis. For example, all constituencies participated in various meetings over the years with the Senator and Assembly persons representing our area and in other campus events. In addition, Board Members have participated in

social events for new faculty, in service programs for faculty and classified staff, and other social events.

Since the last visit, the District has taken several steps to improve dialogue and communication on campus including: adoption of new Faculty Participation Governance Policy; adoption of new Student Participation in Governance Policy; adoption of new Staff Participation in Governance Policy. All are designed to enhance communication and participation in campus governance issues.

In addition, significant changes were made in the classified area by the creation of the Classified Council and expansion of its role in college activities. The Superintendent/President also approved classified staff participation on the following committees: CCCC; Facilities Planning; Safety/Security and Health Services; Matriculation; and Student Activities, Athletics and Bookstore.

The College has also held information sessions on the College budget. All constituent groups were represented (faculty, staff, students, administrators, and trustees). These sessions helped to develop common understandings in regard to the College budget.

In the area of administrative and faculty communication, significant discussion and College business are conducted through joint committees. Examples include the committees dealing with planning for redesign, technology development, staff development, and resource allocation.

The options for "open, two way dialogue with all staff" are numerous at Santa Barbara City College. They permeate the formal and informal structure. It is our conclusion that the College has strengthened its processes in responding to this recommendation.

**Commission Recommendation: *Academic administrative responsibilities and organization need to be reviewed to improve effectiveness and efficiency and to achieve a more balanced workload.***

As an immediate response to this recommendation, the Superintendent/President had meetings with the combined Academic and Student Affairs staffs. The purpose of these meetings was to assess barriers to effectiveness; i.e., identifying what causes inefficiencies and frustration. Once problems were identified, actions were taken to eliminate some major causes. In addition, the Vice President for Academic Affairs has evaluated the distribution of work among his deans and assigned tasks to achieve a greater balance.

The Instructional Deans and Vice President for Academic Affairs have reviewed the assignment of administrative responsibilities. Deans' positions have been restructured to allow for a better balanced distribution of responsibilities. The Academic Affairs Office has also evaluated and implemented actions which would decentralize decision making and provide the deans with more authority. The Office of Academic Affairs has addressed several college procedures in an effort to improve efficiencies.

At present (1995), the Office of Academic Affairs and the Continuing Education Division are evaluating their structures. In both divisions, a Dean's position is vacant while an assessment is being made of how best to address and staff the workload demands.

We have examined our approach to institutional planning and identified and instituted changes to increase planning effectiveness while reducing work load. We have sought to apply technology wherever possible to maintain efficiencies.

The major institutional effort has been Project Redesign. It is expected that this College-wide effort to consider radical change in twenty core processes should yield greater efficiency effectiveness, and balance of workload.

Though considerable effort and progress has been made in the areas of the recommendation, the academic administrative workload continues to be substantial. Greater effort will be needed in this area and perhaps some worthwhile and necessary projects may have to be curtailed.



## IV. SBCC'S VERIFICATION THAT THE EIGHT STANDARDS ARE BEING MET

### STANDARD ONE: INSTITUTIONAL INTEGRITY PURPOSES, PLANNING, AND EFFECTIVENESS

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

#### Standard 1A - Institutional Integrity -

Santa Barbara City College has established a broad set of policies, procedures, and practices to ensure the highest standards of institutional integrity consistent with the needs of the institution, its students, faculty, staff, and the community. Policies and procedures are typically formulated through the shared governance process, as appropriate to the aspect(s) of the College's operations that are affected, and upon adoption, are widely disseminated and published. Such policies are reviewed on an ongoing basis as needs and changing circumstances dictate.

**Academic Freedom** - The College's "Faculty Freedom of Expression Policy" (Reference 1.A.1a), most recently updated in 1987, is contained in the District's *Policies for Certificated Personnel* and is also published in the *Faculty Manual* and the *Part-time Lecturers' Handbook*. Additionally, the College maintains a policy on "Political Activity" (Reference 1.A.1b).

**Protection and Support for Academic Freedom** - The College has long demonstrated respect and support for the exercise of academic freedom. Individual disputes arising from such exercise are typically resolved through informal mediation involving the faculty member's department chair or Dean, or representatives from the Academic Senate and/or Instructors' Association. Formal disputes are addressed through the Faculty Grievance Process. Matters of broad faculty concern are handled through the Academic Senate and the shared governance process. If necessary, such matters may be addressed directly by the Senate President to the Superintendent/President during their regular consultations, or to the Trustees in the Senate's regular presentations to the Board.

**Integrity of the Teaching - Learning Process** - The College places its highest priority upon the effectiveness and integrity of its instructional programs. Support is given to faculty in the development of new course materials, and the learning and adoption of new pedagogical techniques. In each case, faculty are encouraged to explore, experiment, and develop materials and approaches based upon their own professional judgment and collegial consultation. The integrity of the teaching - learning process is maintained through reviews of curriculum proposals by the Academic Senate Curriculum Committee, Program Review, and periodic peer evaluation.

**Institutional Guidelines and Codes of Conduct** - College policies and guidelines that define institutional values and/or expected standards of behavior and conduct (i.e. Affirmative Action, Drug - Free Workplace, Student Conduct, Professional Conduct, etc.) are developed utilizing the shared governance mechanisms of the College. Throughout the process of such development, proposals are given broad exposure through the publication of minutes, reports in various college publications, the circulation of drafts and requests for comment. Following adoption, such policies are included in the District's policy manuals as well as other publications that ensure adequate dissemination to students, faculty, and staff. As appropriate, these include the *College Catalog*, *Schedule of Classes*, *Student Handbook*, *Faculty Manual*, *Part-time Lecturers' Handbook*, etc. In addition, Personnel services disseminates relevant personnel policies via the *College Memorandum* and E-Mail at the beginning of each semester and whenever a significant change is adopted.

**Diversity** - As an academic community, the College has long demonstrated a commitment to creating and maintaining an environment that embraces diversity among its students, faculty, and staff and that encourages a supportive climate of mutual respect and growth among its many constituencies. The College's commitment to these principles is articulated through the Affirmative Action Policy (Reference 1.A.5a) College Mission Statement, the Statement of Institutional Directions, information in the *College Catalog* and in numerous other publications. That commitment has been tangibly demonstrated on an ongoing basis through actions that, most recently have included the adoption of a multicultural/gender studies general education requirement; the active encouragement of the inclusion/addition of multi-ethnic and multicultural components to new and existing curricula; the development and support of new and ongoing programs to assist underprepared and disadvantaged students such as the Transfer Achievement Program (TAP), the Multicultural English Transfer Program (MET), Extended Opportunity Programs/Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs/Services (DSPS) -- many of which have received statewide recognition for excellence. Further, through its support and advocacy of a variety of educational, cultural, and social activities by various departments and campus organizations the College continues to work toward a building a community in which diversity and fellowship are celebrated. These activities include such campus events as the annual *Cinco de Mayo* celebrations, the Dorantes Lecture, the Peter A. Angeles Colloquia, as well as the myriad of activities sponsored by various academic departments and clubs.

**Academic Honesty** - Issues of academic honesty have traditionally been addressed by the faculty member in the classroom, and when warranted, under the guidelines of the Standards for Student Conduct. In 1995, in response to growing faculty and Student Affairs concerns, the Academic Senate developed and adopted a Policy on Academic Honesty (Reference 1.A.6) that more clearly delineates responsibilities of both students and faculties, reporting procedures for breaches of academic honesty, and sanctions for violators. This policy was subsequently adopted by the Board of Trustees.

**Representations about the Institution** - Through the Office of Student Affairs, the College Publications Office, and the Public Information Office, the College attempts to disseminate comprehensive, accurate, timely, and useful information about College programs. Such information is contained in the *College Catalog*, *Student Planning Guide* (Reference 1.A.7), the *Schedule of Classes*, and numerous brochures and publications produced by various academic and student service departments. These are supplemented with informational visits to local high schools, on-campus visitations and tours, and an annual College Preview Night conducted by the Office of Student Affairs. In 1994 a proactive marketing program was instituted through local print and broadcast media to increase public awareness of available services and educational programs. As part of Project Redesign, plans have been developed for an on-line access system for students to obtain information about program requirements and their own planning choices. While initially planned to center around on-campus, walk-up, public access kiosks, consideration is being given to expanding the system to allow dial-up of system services from off-campus P.C.s. Implementation planning and fundraising for this project are currently underway.

**College Catalog Information** - The *College Catalog* (Reference 1.A.8), which is updated annually, serves as a comprehensive source of information regarding the College's Mission, educational programs, curricular offerings, support services, degrees and certificates offered, fees, financial aid, application, admission, registration, and fee payment policies and procedures, as well as listings of faculty, key staff and administrators, and the Board of Trustees. Every effort is made to ensure the accuracy and currency of the information contained therein, with academic faculty, counselors, and academic support personnel actively involved in the yearly updating process. Information contained in the *Catalog* is supplemented by a host of more specific College publications, such as the *Student Planning Guide*, *Schedule of Classes*, etc., to which students are referred by the *Catalog*.

**Faculty & Administrator Listings** - The names, titles, year of hire, and academic degrees of all contract faculty and administrators are listed in the *College Catalog*. The listing is complete as of the date of publication each academic year. In conformance with District Policy and by Agreement with the SBCC Instructors' Association, the College only recognizes degrees from institutions accredited by a regional accrediting association recognized by the United States or by the Committee of the State Bar of California, or by the American Medical Association.

**Athletic Programs** - The College continues to demonstrate a profound commitment to the honesty and integrity of its athletic programs and to the success of students participating in those programs. Policies governing the conduct of the program and articulating the standards expected are contained in the *Athletic Department Handbook* (Reference 1.A.10a), which is regularly updated. Additionally, students receive an *Academic Handbook for Athletes* (Reference 1.A.10b) which describes both academic and participation standard for all athletes. Finally, the Athletic program conducts an ongoing "Academic Quality Program" to track athletes academic progress and to serve as an early warning system to identify those athletes encountering difficulty with their academic work and to render assistance.

**Relationship with the Commission** - The College has demonstrated a consistent history of compliance to both the letter and spirit of the Commission's standards, policies, guidelines and requirements. This is particularly evident in this current accreditation cycle by the approval granted by the Commission to the College's request to do a focused self-study centering upon the College's efforts in Project Redesign, and permitting the College to complete the traditional certification of compliance to the accreditation standards in a summary manner. This action by the Commission clearly attests to the Commission's confidence in the honesty and integrity of the College's approach to accreditation.

### **Standard 1B - Institutional Purposes (Mission)**

The College's **Mission Statement** is published in the *General Catalog* (Reference 1B.1). This statement, which is consistent with the historical and legal mission of California's public community colleges, identifies the institution's guiding purposes and fundamental principals. The guiding principles represent an institutional consensus on values that guide the educational process. The statement of fundamental purposes identifies major institutional goals for the College and defines the elements of the College's comprehensive curriculum.

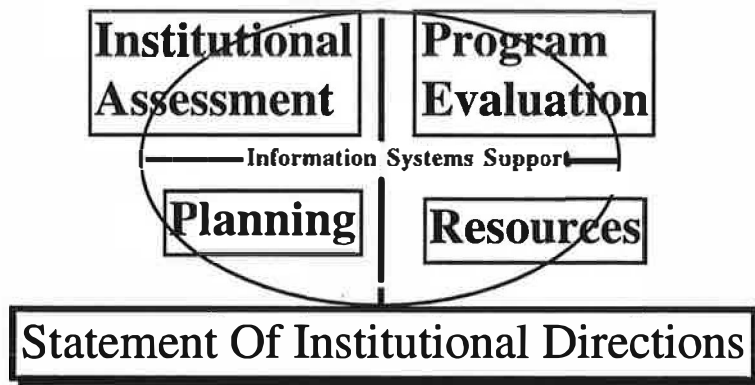
A statement of the College's mission and values is also contained in *the Statement Of Institutional Directions* (Reference 1B.2). This document is developed by the College Planning Council every three years and identifies strategic institutional directions or initiatives for the next three year period. During the development of the 1996-1999 version of the *Statement of Institutional Directions* (S.I.D.), the College Planning Council reviewed the Board adopted catalog statement of mission, previous S.I.D. statements, and the College's Project Redesign materials to develop a common and consistent statement of institutional mission and values. This statement is reflected in the College's *Statement of Institutional Directions 1996-1999*.

### **Standard 1C - Institutional Planning**

The College's comprehensive planning and evaluation process is outlined in Figure 1, and is described in detail in the reference article *Accountability: Assessing Institutional Effectiveness* (Reference 1C.1). The institutional planning process is guided by the *Statement of Institutional Directions*, which identifies major College goals and objectives for a three-year period. This document is developed by the College Planning Council (CPC), which is the college-wide governance group for institutional planning, assessment, policy development, budgeting, and resource allocation. College-wide input in the development and review of S.I.D. materials is gathered through surveys and working sessions with all constituent groups. Drafts of

the S.I.D. are distributed college-wide for review and comment to all governance groups. The document is also reviewed in draft form by the Board of Trustees Educational Policies Committee, and presented in final form to the full Board for review and adoption.

**Figure 1**  
**SBCC Planning/Evaluation Model**



The structure and content of the S.I.D. document has been refined with each iteration of this institutional planning process. The College has moved from a two-year cycle to a three-year cycle for the development of the S.I.D. to align the institutional planning process more effectively with the six-year accreditation cycle, and to allow departmental planning activities to flow more effectively from the S.I.D.

Individual departments within the organization develop three-year plans, responding to college-wide strategic directions contained in the S.I.D. in the year following the publication of the S.I.D. These departmental plans identify key department initiatives and resource requirements for a three-year period. The structure, content, and format for these departmental plans were revised substantially by the College Planning Council in May of 1996 in order to make the departmental plans more effective planning tools for the departments, area Deans and Vice Presidents, and the College Planning Council. The revised structure for the departmental plans is contained in C.P.C. materials (Reference 1C.2). Examples of individual department plans have been collected as resource documents (Reference 1C.3).

In addition, the College has a number of planning initiatives that are large in scope, and span across many departmental or organizational units. Examples of these planning activities include the College's *Transfer Plan* (Reference 1C.4), *Student Equity Plan* (Reference 1C.5), *Matriculation Plan* (Reference 1C.6), *Facilities Plan* (Reference 1C.6), an *Information Technology Plan* (Reference 1C.7). These institutional planning activities, again driven by strategic goals and objectives identified in the *Statement Of Institutional Directions*, represent inter-departmental planning activities.

Institutional planning activities are guided by the application of research results from the annual *Assessment of Institutional Effectiveness* and *Institutional Research Agenda* described in Standard 1D below. Departmental planning activities are guided by individual departmental program review activities that are conducted by each College department on a six-year cycle. During the development of the College's *Statement of Institutional Directions 1996-1999*, a deliberate attempt was made to specify S.I.D. objectives in measurable terms, so that the College's institutional assessment activities will measure

achievement of our S.I.D. objectives clearly and directly. This restructuring of S.I.D. objectives brings a much-needed alignment between the College's planning and assessment activities.

Resource allocation decisions are driven by College planning and assessment activities in several ways. The need for new and replacement faculty positions is developed by the Academic Senate, the College Planning Council, and the President based on individual departmental plans, curriculum development, and program reviews, as well as on institutional measures of student enrollment, faculty load, and student success within the department. These planning and assessment activities form the basis for resource allocation decisions for permanent faculty positions. Likewise, information technology resource allocation decisions are based on departmental and Vice President area plans for technology development, as well as needed equipment replacement and renewal needs based on the existing inventory of computer equipment. Decisions on the allocation of new and replacement classified and management positions is developed by Cabinet and the President, and reviewed by the College Planning Council based on the College's *Statement of Institutional Directions* and the College's Project Redesign initiatives. The College continues to seek ways to enhance the linkages between planning, assessment, and resource allocation activities.

### **Standard 1D - Institutional Effectiveness**

The College's annual *Assessment Of Institutional Effectiveness* report (Reference 1D.1) provides the primary means for college-wide assessment of its performance in relation to the goals of the institution. This annual report, developed originally from AB 1725 Accountability Pilot Project funding, has become an ongoing mechanism for institutional evaluation within the College and its community, as well as a model for other colleges in implementing AB 1725 accountability requirements and in meeting the accreditation standard for the assessment of institutional effectiveness. This document reviews College performance in relation to agreed upon measures of institutional effectiveness for institutional goals contained in *the Statement Of Institutional Directions*.

The College supports an annual *Research Agenda* (Reference 1D.2) through a decentralized research model described in the supporting documentation (Reference 1D.3). This research agenda is carried out by faculty, staff, and management personnel who participate in the Institutional Research Committee meetings. This distributed model has the advantage of bringing a wider variety of skills, knowledge, and perspectives into the institutional research function. This is especially important in the identification of implications for College practice based on research findings. In the past year, the expanded workload of the Vice President, Academic Affairs and the Associate Vice President, Information Resources in relation to Project Redesign has limited their participation in the Institutional Research Committee. The College is assessing mechanisms to provide additional research and information systems support to the institutional research efforts.

The College maintains a comprehensive program for individual *department program review* activities within the areas of Instruction and Student Services. Instructional program review activities are based on guidelines developed by Academic Affairs and the Academic Senate (Reference 1D.4). These guidelines call for a departmental self study report, assessment of effectiveness measures, review by an outside validation team, and the development of recommendations to be presented to the Vice President, President, and the Board of Trustees. A similar process is followed in Student Services area, based on the model *Student Services Program Review* (SSPR) developed by the State Chancellor's Office. All departmental program reviews are presented formally to the Board of Trustees.

The documentation above provides substantive support that Standard One being met by the college.

## **STANDARD TWO: EDUCATIONAL PROGRAMS**

### **Standard 2.A General Provisions**

**The achievement and maintenance of high quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvements is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.**

A number of processes are in place to evaluate, strengthen and, where appropriate, redefine the College's educational programs. Processes used to assess and enhance the effectiveness of the College's programs in promoting learning and achievement include:

1. The Academic Affairs Program Review Model (2A.1), which requires that each educational program undergo a comprehensive evaluation every five years;
2. Department two-year plans (2A.2) which specify department goals and objectives;
3. Faculty evaluations (2A.3) which are required of all faculty;
4. Institutional and department-based research studies designed to assess the effectiveness of educational programs in achieving their objectives (2A.4);
5. Occupational program advisory committees (2A.5) that meet with college faculty staff to review the quality and responsiveness of the instructional programs in preparing students to succeed in career areas in which they are being prepared;
6. The procedures established and administered by the Academic Senate's Curriculum Advisory Committee for adding, modifying and eliminating instructional Programs and courses (2A.6) and for ensuring that all instructional offerings meet College and Title V requirements;
7. Procedures for redesigning core instructional processes to promote student learning in the most effective and efficient manner possible, as illustrated by Project Redesign (2A.7) and;
8. A well-defined administrative structure for coordinating and administering the instructional program (2A.8). Through its shared governance model, instructional administrators, department chairpersons and members of the Academic Senate play a significant role in the administration of the College's educational programs (A2.9).

### **Standard 2B: Curriculum Planning and Evaluation**

**Curriculum planning is designed to achieve the aims of the institution. Curriculum planning considers current and future needs for human, financial and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.**

The planning and evaluation processes noted in the response to Standard 2A provide the vehicle for continuously assessing the effectiveness of the programs in meeting the educational needs of the College's constituents. Appropriate faculty, administrators, classified staff and

students are actively involved in each of the institution's planning and evaluation processes (2B.1). The College's curriculum planning and evaluation processes have resulted in decisions to drop the Dental Assisting and Machine Shop programs and to add new programs in Certificated Nursing Assistant/Home Health Aid, Multimedia Studies and Telecommunications. The processes for adding, modifying and deleting courses and programs are described in the Academic Senate's Curriculum Advisory Committee's Policies and Procedures (2B.2).

## **Standard 2C: General Education**

**The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate Degree include a major area and a general education component (2C.1). In order to fulfill the College's general philosophy and goals, students completing an Associate Degree are, as per Title V, required to complete general education courses in the natural sciences, social and behavioral sciences, humanities, language and logical thought (2C.2).**

The general education requirements allow students to explore elements of the intellectual and ethical traditions to which they belong. In addition, institutional requirements for the Associate Degree require that students complete courses to satisfy four of the five following requirements: American Institutions; Physical Education/Health; Intermediate Algebra; Multicultural/Gender Studies; and Communication (2C.3).

## **Standard 2D: Special Programs Offering Courses For Credit**

**All special courses and programs, which include courses for credit, whether conducted on-or off-campus, are integral parts of the institution. Their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational programs.**

The College is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

The College is in compliance with Standard 2D. The credit program offers off-campus opportunities for students through its scheduling of regular credit courses, contract education opportunities, work experience placements, college courses at high school sites, study abroad programs, and a Cosmetology program contracted with two private schools.

Off-campus regular credit courses are offered at the Selmer O. Wake Center, one of the College's Continuing Education facilities (2D.1), and at high schools within the institution's service area (2D.2). These sections meet the same course and instructor standards as courses offered on campus. They are monitored by the appropriate department chairperson and division dean.

Most contract education courses are offered as non-credit experiences. When contract education courses are offered for credit, the program director is required to coordinate them with the appropriate department chairperson and division dean. Contract education courses offered for credit must be a part of the curriculum and all courses and instructor standards must be met (2D.3).

Work Experience courses are offered as part of the curriculum in 18 occupational Programs. In addition, a General Work Experience course is offered for non-occupational program students



desiring work experience. College policies and procedures for conducting Work Experience courses adhere to the policies and procedures specified in Title V (2D.4).

The Cosmetology Program is offered as an off-campus occupational program through a contractual agreement with Kristofer's School of Beauty and Santa Barbara Beauty College. All courses have been approved by the Curriculum Advisory Committee and comply with Title V expectations. The contracts have been approved each year by the Chancellor's Office (2D.5). All Cosmetology instructors are required to meet the minimum qualifications for community college instructors, and direct college supervision is provided by a dean of academic affairs and a certificated program coordinator.

The College's Study Abroad Program is recognized as exemplary throughout the state. All Study Abroad offerings are comprised of existing credit courses (2D.6). Students are required to enroll in all credit units offered as part of the Study Abroad Program (typically 15 units for semester-length programs offered in the fall and spring terms, and 6 units for those offered in the summer). A certificated instructor is given reassigned time to coordinate the Study Abroad Program. The International Education Committee oversees the offering of credit Study Abroad programs. This committee serves as an advisory group to the Vice President for Academic Affairs. Its responsibilities include monitoring the effectiveness and academic integrity of Study Abroad programs, selection of programs to be offered, selection of faculty, and assurance of compliance with institutional policies (2D.7).

The College does not offer distance learning courses at this time. However, it may do so in the near future. All distance learning course offerings will adhere to the policies and procedures for distance learning specified in Title V.

## **Standard 2E: Credit for Student Achievement**

**Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.**

When new courses are proposed to the Curriculum Advisory Committee, criteria for credit determination and expectations for student performance are included and considered. In order to gain approval, all proposals for new and/or modified courses must meet Title V and College requirements. These include the specification of learning outcomes, course content, and the criteria to be used in the assignment of the grade (2E.1). Instructional departments are required to have their course of outline on file in the Office of Academic Affairs.

The Essential Skills, English and Math departments have established exit proficiencies from one level of pre-collegiate classes to another and from pre-collegiate classes to college-level classes (2E.2). The ESL Department has established exit proficiencies from one level to the next for beginning through intermediate levels. Advanced level ESL students are administered the same exit essay exam as Essential Skills and English students (2E.3).

Department chairpersons and academic deans stress to faculty the importance of providing to students clear and specific grading criteria in course syllabi and other materials distributed at the beginning of each term (2E.4). General grading criteria and procedures are also described in the *General Catalog* (2E.5). The College does not provide a means for granting credit for prior experiential learning other than through the credit by examination procedure described in the *General Catalog* (2E.6).

Policies governing the distinctions between courses which offer degree and non-degree credit adhere to those specified in Title V and are described in the Curriculum Advisory Committee's

Policies and Procedures (2.E.7), the *General Catalog* (2E.5) and the *Schedule of Credit Classes* (2E.8).

All degree and certificate programs must be approved by the Curriculum Advisory Committee, the Board of Trustees and the Chancellor's Office. The criteria used by each of these entities in approving a new degree or certificate program mirror those specified in Title V (2E.9). All degree and certificate programs are required to undergo a comprehensive program review once every five years (2E.10). In addition, occupational education programs are reviewed by advisory committees and, in some instances, state and national certification boards to ensure that the programs are equipping students with the skills needed to succeed in the workplace (2E.11).

## **Standard 2F: Articulation**

**The institution has a systematic procedure for articulating its programs with secondary schools, baccalaureate institutions, and with employers who hire occupational students.**

The College has been extensively involved in articulating its instructional programs with high schools in its service areas. The Articulation Council, comprised of faculty, administrators and counselors from area high schools, the Regional Occupational Program (ROP), and Santa Barbara City College, serves as an intersegmental body to oversee articulation activities (2F.1). The Articulation Council reviews policies, procedures and activities in such areas as coordinating the administration of the College's English and math assessment tests to seniors interested in attending SBCC, sponsoring joint meetings of high school and college instructors in specific subject areas to discuss course articulation issues, and exchanging information on college-bound rates of high school seniors and the performance of high school graduates on the College's assessment exams (2F.2 and 2F.3).

Representatives from area high schools, the ROP and SBCC also participate in the Santa Barbara Tech-Prep Consortium. Accomplishments of the Tech-Prep Consortium include: (1) development of 14 articulation agreements between high school/ROP and SBCC occupational education programs; (2) development of career pathways in Computer Information Systems and Office Information Systems; (3) offering applied academic courses in math, biology/chemistry, physics and communication; and (4) participation in professional development workshops on strategies for integrating academic and technical competencies into all courses (2F.4).

The College, the University of California at Santa Barbara (UCSB), the Carpinteria High School District and the Santa Barbara High School District are co-sponsoring a project to develop a three-year bachelor's degree program. This program will enable qualified students to complete their freshman year of college while in high school by taking designated courses offered by SBCC and/or UCSB. After completing their high school and college freshman year requirements, the students would be guaranteed admission to UCSB as sophomores or, if they take their second year courses at SBCC, as juniors (2F.5).

Academic departments, primarily through the department chairpersons and the deans of academic affairs, engage in ongoing dialogues with their counterparts in primary-receiver colleges and universities. Much of this effort is coordinated through the College's Transfer Center and its articulation officers. The articulation officers serve as the primary liaison between the College and transfer institutions with respect to changes in lower division requirements, articulation agreements, and proposed new and modified courses and Programs (2F.6). The College has guaranteed admission agreements with 15 transfer institutions and for 52 specific majors, including computer science and engineering at UCSB (2F.7).

The College receives reports from UC and from individual CSU campuses on the number and performance of its transfer students (2F.8). In addition, the College contacts non-UC and CSU colleges and universities to which students requested transcripts be sent to determine if they enrolled at those institutions (2F.9). This information, along with the data provided by UC and CSU, are reviewed each year as part of the College's transfer effectiveness planning process.

Information on students' satisfaction with SBCC and their perceptions of their preparation for transfer is obtained through a survey distributed periodically to all students who had transferred to UCSB during the prior year (2F.10).

The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review. Feedback on the relevance of the curriculum and the adequacy of student preparation for the workplace is provided by the occupational education advisory committees (2F.11), the comprehensive instructional program reviews (2F.12), faculty contacts with employers of program graduates, and periodic surveys of former occupational education students (2F.13).

For a variety of reasons, including low response rates and response bias, SBCC has abandoned the strategy of sending surveys to former occupational education students to determine job placement rates, earnings and satisfaction with the education they obtained at the College. Instead, the College has developed, in conjunction with the Chancellor's Office and the California Employment Development Department (EDD), a method for tracking the post-college job placement and earnings of former students one-to-three years after they last attended SBCC (2F.14 and 2F.15).

## **Standard 2G: Noncredit Courses and Programs**

**Non-credit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.**

Noncredit courses and programs are subject to review by an established Curriculum Advisory Committee which serves as a subcommittee of the Continuing Education Advisory Council. Subsequent to approval of new courses and programs by the noncredit Curriculum Committee, recommendations are forwarded by the Vice President for Continuing Education to the District Curriculum Committee of the Academic Senate. Questions or concerns regarding actions are communicated to the Vice President for Continuing Education by the Chair of the Senate Curriculum Committee and/or the Vice President for Academic Affairs.

The evaluation of noncredit courses is carried out by administrative staff on a term-by-term basis. There is currently no formal program evaluation. A procedure and timeline for program evaluation will be established during the Spring 1996 term.

Programs are administered under stated and well-publicized policies and procedures. These are delineated in the Continuing Education Faculty Manual. During the Summer of 1995, efforts were initiated to consolidate all policies into one document. It is expected that this effort will be completed by the end of the Winter 1996 term.

Several efforts have been made to improve coordination with institutional credit programs. The most noteworthy of these efforts are delineated in the College's responses to the previous team's recommendations (See Standards 2 and 6).

## **Standard 2H: Community Education and Services**

Community education courses are an integral part of the Continuing Education Division and fall under the administrative authority of the Vice President. All standards for course approval, articulation and coordination of noncredit programs apply to community education activities.

Community liaison is an on-going activity and is most evidenced by the Continuing Education Community Advisory Council. This council is made up of 40 community leaders representing a wide cross section of professions, interests and groups in the program service area. Members serve two-year terms and are required to attend quarterly meetings of the Council, as well as serve on various subcommittees.

The college has written policies and procedures for the use of college facilities by the public. These policies and procedures are maintained and administered by the Director of Administrative Services.

The district submits the above documentation in support of Standard Two's being met.

## **STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT**

### **Standard 3.A General Provisions and Coordination and Administration**

The concept of being a student-centered college is epitomized by the new Student Services Building. The staff designed the building based upon what our students desired and needed to meet their goals. The newly remodeled Student Services building provides centralized access for students to essential student services. The departments were placed in a design which facilitated ease of use, and basic need. For example, the DSPS offices are next to the Nurse's Office with an accessible bathroom and both are next to the parking area for persons with disabilities. The new Student Services building plus the total remodeling of the Student Activities area in the Campus Center and the creation of an International Students office and gathering area have resulted in excellent physical facilities for students.

The college has based its policies and practices on what is best for our students. In order to accomplish that goal, we have done research, and reviewed college policies and publications as outlined below.

The Assistant Dean, Admissions and Records analyzes the "Student Characteristics Report" each semester for the college and Board of Trustees. This analysis along with the "SSPR" (Student Services Program Reviews) which are conducted on a 5-year rotational basis, provides in-depth student and counseling needs. The Matriculation Program had a site-visit in Fall '95 which helped us evaluate that process. The DSPS department has a program review site visit in January 1996. The "Student Grievance" process is well-publicized in the Schedule of Classes, new Student Handbook, student registration materials and the Catalog. The students have used the process. These same publications have the needed policies and procedures outlining student services and programs, student government and activities. The college encourages student participation on committees, provides for ASB President to present a report to the Board of Trustees at each meeting, and has a student member on the Board of Trustees (with an advisory vote).

The staff is prepared to use the consultative process through the numerous college-wide committees. The Student Services Advisory Committee and the Matriculation Committee provide a clear avenue for students and faculty to have an active role in student service programs and policies. In addition, faculty input is obtained through Student Services Program Reviews, staff evaluations, college-wide committees, counselor liaisons and each instructional department. There are advisory committees for E.O.P.S. and Financial Aid, C.A.R.E., Recruitment/Outreach, Transfer, Student Activities, Athletics, Bookstore, Scholastic Standards, International Students, and D.S.P.S.. The staffing and resources seem to be stretched to their maximum capacity but the staff still provide exceptional service.

The college emphasizes celebrating the students' success through the President's Honor Roll receptions, Annual Awards Banquet, Scholarship Reception, T.A.P. (Transfer Achievement Program) reception, E.O.P.S. Commencement Breakfast, I.S.A.P. (International Students Academic Program) reception, ROOTS, and numerous activities in individual departments. We created a "gold tassel" for honors at graduation, a new diploma "With Honors," a transcript notation for semester honors, and a "Transfer Achievement Certificate" for students who are transferring. These elements encourage broad student interest in completing academic goals and enjoying the rewards of participation in Commencement as well as other recognition events.

### **Standard 3.B Admissions and Records**

Santa Barbara City College is an open access institution, open to any person with a high school diploma or equivalent or who is 18 years of age or older who can reasonably profit from instruction. In addition, students enrolled in local public or private secondary schools may attend on a part-time basis.

Students entering SBCC are requested to complete an assessment of math and English (reading and writing) skills. The instruments used (MDTP, College Board APS, CELSA, holistic writing for English and ESL) have been approved by the Chancellor's Office with the exception of the holistic writing sample for ESL which has provisional approval. Validation of the cut-off scores for the CELSA and the holistic writing sample is in process.

Currently, the student body is 38.1% ethnic minority, an increase of 24.5% since 1991. The largest growth has been seen in Asian (+31%) and Latinos (+17.6%) students. Almost twenty-five percent (24.7%) of the college population has self-identified as Latino, 6.6% as Asian, 2.2% as African American, 0.9% as American Indian, 1.0% as Filipino, and 2.7% as other. Just over six percent (6.3%) of the students attending are in the EOPS program and 5.9% are DSPS students. This Fall 1995 semester, there are 487 international students (4.3%) an increase of 227 students or 87% and 221 (1.9%) advanced high school students. The college's outreach efforts include outreach by the EOPS and DSPS programs, a strong high school relations program, outreach to community groups such as Casa de la Raza, International Student Program, English Language Studies Program (ELSP), Counseling and outreach at the Wake Center - a Continuing Education site, and the College Rep Program. The College Reps are SBCC students who assist in recruiting students on high school campuses, at College Fairs, and community events.

Student records are maintained by the Office of Admissions in a fireproof area. In addition, archival records of students' academic history and instructor grades are microfilmed. Duplicate copies of the microfilm cartridges are kept: one in Admissions and the other in a fireproof vault in the Accounting Office. Data and records maintained by computing systems are backed-up nightly and the current back-up is stored off-site.

Transfer credit is accepted from accredited institutions. A student applying for degree, wishing to use a like course from another institution, must request such substitution from Counseling. If the course is similar, but not the same, and approval for a substitution is recommended by Counseling, the department granting the degree and the Academic Dean must also approve the substitution. This process ensures faculty access to curriculum issues of direct relevance to them.

Fee and refund information is publicized in the college catalog, class schedule, application jacket, and given to each student who registers for classes. The refund policy is governed by Title 5 and Board adopted policy.

### **Standard 3.C Comprehensiveness of Services**

SBCC has a comprehensive offering of student services. Most are well-developed, continuously striving for improvement. Student Services' programs appear to meet student needs as indicated by recent student services program reviews. While we do not have student support services that are ethnic specific, our student support services are especially sensitive to the needs of our increasing Latino population. Our Transfer Achievement Program (TAP), our EOPS sponsored cultural events (Día de los Muertos, Cinco de Mayo, International Day), our ESL/Counselor Liaison Program and our High School Liaison Recruitment Programs, all possess components specifically targeted to the needs of our Latino population. Additionally, the student and faculty handbooks, catalog, and schedule of classes all seek to inform students of the services available.

The College provides integrated student support services in the following areas: academic counseling, transfer services, career planning and job placement services, special services to disadvantaged students, special services to disabled students, tutorial service, the student activities program, the student financial aid program, child care services, athletics, veterans services, international student services, services for reentry students, student health services, psychological services, food services and student bookstore. Significant resource allocations exist for each of the areas; however, the need for increased student financial aid, increased tutorial services, and increased child care services continue to out-pace availability.

The College is willing to hear and act on student grievances, problems and needs. Evidence of such commitment is the newly adopted Student Grievance Policy and the Standard of Student Conduct Policy.

The relationship between Student Affairs and Academic Affairs is cordial and mutually beneficial. Although all faculty may not be aware of all services offered, the majority use the services and refer students appropriately as illustrated by the increased use by faculty of the "Referral for Educational Support Services" form. Another example is the increase of Business and Technologies faculty who include Career Center and the Transfer Center assignments as part of their curriculum.

### **Standard 3.D      Counseling Services**

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

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

The Transfer Center has developed into a Statewide model for assisting students seeking access to four-year institutions. Two innovations, the "Transfer Task Inventory" and the "Career Task Inventory," have provided the basis for structured student involvement in educational planning. The implementation of a comprehensive computer-based Student Services Tracking and Report system has provided the foundation for a wide array of referral and follow-up services for students on probation and students with special needs. Through computer tracking of student utilization of services, direct mail, and proactive telephone and classroom intervention, virtually every student is afforded several opportunities each year for regular and timely feedback on their educational progress. Classroom intervention included over eighty guest presentations to classes in 1994-95 by Student Services staff and Counseling faculty.

The use of technology continues to be an important tool in follow-up activity: in 1994-95 over 9,000 computer-based progress checks were generated by students on ASSIST (a networked computer-based degree audit and academic progress check system) and undecided/ undeclared students made extensive use of computer-assisted career planning services. Proactive follow-up interventions are based upon a comprehensive mainframe computer database which identifies student course enrollment and semester-to-semester course taking progress; a networked Student Services Tracking System that tracks student utilization of services; a Student Services Report

System that provides direct access to ad-hoc follow-up rosters, counts and labels; a Counseling Menu which provides computer access to student-specific information; ASSIST - a networked computer-based degree audit and academic progress check system; and several PC-based tracking systems that support follow-up of students in special programs.

Several special programs provide supplemental counseling/advising services to special populations. The programs include International Students Program, EOPS, DSPS, Athlete Academic Support Program, Transfer Achievement Program (TAP), SBCC-UCSB Transition Program, Veterans Program, Gender Equity, New Horizons and LINKS, Honors Program, Advanced Student Program, VATEA-Career Advancement Program, Health and Wellness Program, Mental Health Counseling Program, a high tech DSPS Center, an award-winning EOPS/CARE Program, federally-funded Alcohol and Other Drugs Program (AOD), and Student Assistance Program (SAP).

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

New students are provided small group (10-15 students) pre-enrollment advising by Counseling Faculty immediately following group orientation. New transfer students are provided one-on-one pre-enrollment advising. All new matriculating students are invited and encouraged to schedule individual counseling appointments within their first semester to further develop a student educational plan that was initiated at the small group or individual advising session.

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

The discussion above offers ample documentation in support of the college's meeting the standard.



## STANDARD FOUR: FACULTY AND STAFF

### Standard 4.A Selection

The College's selection program for faculty and staff has resulted in as highly qualified, professional, and diversified staff. All faculty members meet the minimum qualifications provided by the State for the respective discipline. Certification of possession of the appropriate degrees and experience is made at time of committee review and selection. The College has a sufficient number of faculty and staff to provide for an effective instructional program. Review of manpower staffing charts (4.5) shows that the College has a very stable workforce and there have been no layoffs. There has been a steady increase in faculty and staff. For example, in 1985-86, there were 169 regular faculty members vs. 189 in 1995-96 and 184 classified in 1985-86 vs. 252 in 1995-96, a significant increase. The number of managers has remained fairly level during that period of time.

The quality of the faculty preparation is reflected by the number of regular faculty that possess a doctorate: of 189 faculty, 39 or 21% have a doctorate (4.6).

Classified employees are also required to meet established education/experience criteria as per Board of Trustees approved job classifications.

The criteria, qualifications and procedures for the selection of faculty and staff is well established by Board approved policy and procedures (4.7, 4.10). All job announcements reflect the selection criteria and qualifications and all selection committees receive training regarding these selection factors and procedures (4.10). They are closely monitored by the Affirmative Action Officer. For faculty members teaching effectiveness is the prime criteria and committees use various devices to determine this, including teaching demonstrations during the interview process.

Written policies exist to ensure equity exists in the employment process. These policies are established in accordance with State guidelines and are contained in the District's Affirmative Action Program Plan (4.1) and the selection procedures for classified, faculty and administrators (4.7, 4.10). An aggressive recruitment effort is made by the District to ensure a well qualified applicant pool for all regular vacancies. This includes wide advertising, job fairs, advertisement in minority/female oriented publications. The hiring process is closely monitored by the Affirmative Action Officer with appropriate reports made to the Administration and Affirmative Action Committee. Such reports include but are not limited to applicant flow analysis, hiring reports by college and by department, longitudinal reports showing minority/female hiring and population over the years (4.5).

There have been steady gains in the proportion of women and minorities employed by the College over the years as shown below:

		Population at Santa Barbara City College	
		Minority %	Female %
1985-86	Management	22	39
	Faculty	14	37
	Classified	32	58

<b>1995-96</b>	Management	23	45
	Faculty	20	46
	Classified	36	60

Total percentage of hires of regular faculty and staff for the ten year period 1983-84 through 1994-95 are as follows:

	<b>Minority %</b>	<b>Female %</b>
Management	18%	56%
Regular Faculty	22%	54%
Classified	29%	62%

For a detailed report on the above data, refer to Appendix (4.5).

### **Standard 4.B Qualifications of Staff**

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

All faculty, both credit and non-credit, meet the State Minimum Qualifications (MQ) for the disciplines in which they are hired for. The number of faculty possessing an earned doctorate is 39 out of a total of 189 or 21% (4.2). The district's lengthy recruitment and selection program is designed to attract and hire the best "qualified candidate" and the process has resulted in an excellent high caliber faculty and staff. The minimum qualifications for each faculty discipline is contained in each job announcement and is the basis for the selection criteria used by all hiring committees. Questions asked by committees are closely related to this criteria.

### **Standard 4.C Evaluations**

The College has a formal and systematic policy for the evaluation of faculty and staff with appropriate follow-up and re-evaluation as necessary.

The faculty evaluation process was changed in accordance with AB1725 and has been periodically updated and changed by the Academic Senate. The evaluation policies are contained in Section 2100 of the District's Policies (4.7 and 4.8) and Article 13 of the CSEA contract (4.3).

Regular faculty are now evaluated every three years and probationary faculty more frequently, in accordance with tenure evaluation education code requirements. Classified employees are evaluated once a year and management every two years. Part-time faculty are evaluated every three years. The faculty evaluation consists of peer review, student evaluation, self-evaluation and administrative review; in cases of an unsatisfactory evaluation, a re-evaluation and improvement plan are necessary. In all cases, teaching effectiveness is the prime consideration.

In addition, management evaluation includes self-evaluation, client surveys and supervisor evaluation. The evaluation plans are effective tools for faculty and staff development.

### **Standard 4.D Staff Development**

The College provides a broad scope of opportunities for faculty, staff and administrators to remain current in their field of expertise. The College has a formal structure by which the staff

development programs are administered, contained in the Faculty and Staff Development Program (4.11.1). This document was created with the advent of AB1725 and is updated on an annual basis. This development plan was adopted by the Board of Trustees. As outlined in this plan, there is a budget system developed that details the distribution of staff development funds, the appointment of committee representation, and a mechanism to report a summary of activities and expenditures.

Most staff development activities are administered by the Faculty Enrichment Committee and the Classified Professional Growth Council. Management development is administered by the Vice President of Human Resources and the Management Development Committee.

The Faculty Enrichment Committee, an Academic Senate committee, coordinates faculty and professional development. The committee reviews applications and recommends approval of Faculty Enrichment Grants, which are given to improve instructional techniques as referenced in the Instructional Improvement Booklet, pg. 21 (4.11.2).

Professional Growth Program (4.11.3) supports classified staff to continue with their education. A Management Staff Development Program (4.11.4) has been developed to provide skill based training for managers. Twenty classified employees and managers have attended various off-campus seminars through AB1725 funds. These are just a few examples of the opportunities offered to college employees. Each employee of the college has a number of options available each year to participate in staff development programs offered on campus by these groups as well as programs supported off campus.

The Faculty Enrichment Committee (4.11.5) publishes the Faculty Voice, a literary magazine by and for faculty members (4.11.6). The committee also co-sponsors the Faculty Colloquium, which features presentations by SBCC staff members (4.11.7). The committee also coordinates In-service speakers for Fall and Spring semesters (4.11.2, pg. 19), workshops for faculty members, including several on teaching under-represented students and foreign students (4.11.2, pg. 19), orientations for new full- and part-time faculty members (4.11.2, pg. 19) and other enrichment activities.

The deans are responsible for allocating travel and conference funds to faculty members and the vice president is responsible for allocating funds for special projects which allow faculty to make improvements in their teaching or departments (4.11.8).

As the use of technology on campus has grown, the College has increased the number and scope of technical training programs offered. Training is continually offered in-house to keep staff current with the ever-changing advances of technology. The college will continue to keep technology as a priority in its staff development efforts. A Faculty Resource Center, through the Information Resource division, has been established to aid faculty in acquiring technical expertise and in utilizing technology to benefit their students. In the past year 270 employees have participated in technical training offered on campus by our Information Resource division.

Faculty members on the Faculty Enrichment Committee (4.11.5) and the Faculty Resource Center (4.11.10) each received a Faculty Instructional Improvement Grant (4.11.10) from the State of California Chancellor's Office during Spring 1995. Each grant provides funding for faculty to improve their teaching, either in the area of Cooperative Learning (4.11.9), or in their use of technology in the classroom (4.11.10).

Sabbatical leaves are granted to eligible faculty members to give them time to enhance their instruction (4.11.12).

The faculty and staff development program is very active and has wide participation by faculty, both full-time and part-time, and classified staff and administration/management. With AB1725 funds, the district has provided substantial support for In-Service programs for both faculty and staff.

Each employee of the college has a number of options available each year to participate in staff development programs offered on campus by these groups as well as programs supported off campus. Every effort will be made to continue to support and foster Staff Development Activities at Santa Barbara City College

#### **Standard 4.E Other Personnel Policies**

The College has developed and maintains a comprehensive set of **Personnel Policies and Procedures** (4.3, 4.7). Policies and procedures dealing with full time and part-time faculty matters were developed over the years in a collaborative manner with the Academic Senate which is responsible for the review of new policies for faculty. Other Personnel Policies have been negotiated under collective bargaining by the Instructors Association and the California School Employees Association, CSEA. These policies are very clear and are available to all faculty and staff. They are distributed on a routine basis. In addition to the District's Personnel Policies, there is also a **Faculty Manual** for both credit and non-credit (4.12) and a **Classified Employee Handbook "You and Your Job"** (4.12) which is distributed to employees on a routine basis. A **Faculty Department Head Handbook** has also been developed and distributed (4.12). In addition, the Office of the Academic Affairs and the Personnel Department conduct a New Employee Orientation Program for all new employees. This orientation includes part-time faculty members. The College makes extensive use of the **College Memo** and **E-Mail** to keep employees informed of District Policy and new policy changes. The above mentioned policies and procedures provide the policies and procedures for dealing with appointments, evaluation, retention (tenure, probation, termination), advancement and due process.

Personnel files and information are kept strictly confidential and are only released in accordance with provision of the **Public Records Act**, or Court Order, subpoena, or with the approval of the employee if appropriate. Personnel files are kept in fire safes and inspection of files is done in accordance with District policy e.g. Section 2420, Faculty and Administrative Personnel Policy (4.7) and Section 1610, Classified Rules and Regulations (4.7).

The criteria and policies which determine workload for faculty and classified staff are clearly stated in District policy and are fairly applied to all employees. Policies which determine workload are found in the listing at the end of Section III.

In the district's view, the evidence above demonstrates that the standard is being met.

## **STANDARD FIVE: LIBRARY AND LEARNING RESOURCES**

**The College provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.**

**Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.**

### **Standard 5.A General Provisions**

The Library's holdings, media resources, facilities and staff are sufficient in quality, depth, diversity and currentness to support the College's educational offerings. There has been a steady increase in the past few years in student and faculty use of the Library (5A.1), learning resources (5A.2), and the Communication laboratory (5A.3). User satisfaction with the Library and learning resources remains high (5A.4) and the learning resources equipment is properly maintained (5A.5).

In the past few years the College has invested a considerable amount of money to expand and upgrade the learning resources provided to students and staff. To illustrate, since 1994 the College has (1) created four, 30-station computer labs in the Business/Communication Building; (2) built a new Communication Lab; (3) expanded and upgraded the computers in the CAI lab as well as in the Sciences Division Computer Lab; (4) allocated funds to replace the audio tapes in the ESL/Foreign Languages Lab with 35 multimedia computers; (5) earmarked resources to establish a new 30-station multimedia computer lab in the Learning Resource Center; (6) added computers, CD-ROMs and software in the Library for student and staff use; and (7) added high-end multimedia projection capabilities in seven classrooms.

Along with upgrading the technology in the Library and learning resources facilities, the College has taken several steps to strengthen the staff support in these areas. A full-time certificated librarian with expertise in instructional technology was hired in Fall 1995. One faculty member was granted 100% release time in 1995-96 to coordinate the College's learning resources (5A.6) and another faculty member was given a three-year full-time assignment to serve as director of the Faculty Resources Center (5A.7). The Media Services unit was reorganized to allow for better coordination of the technical support for the use of computers and media in instruction (5A.8). Four classified positions were upgraded to match the increased expertise needed to support the technologies used in the delivery of learning resources (5A.9).

Library expenditures as a percentage of the total College budget have remained at about 1.5% since at least 1986 (5A.10). Prior to Spring 1995, the book budget had not been adequate to meet all the top priority requests from the faculty for new book purchases. However, recent increases from Library fines and lost-book charges, an annual allocation from the Academic Affairs instructional

equipment budget and gifts from the Friends of the Library should help meet most or all requests. The Library's budget to purchase periodicals is not sufficient to meet the demand for these publications. The Library staff is examining alternatives to adding new periodicals, such as providing access to this information via FirstSearch or a full-text CD-ROM system. In the interim, the collections can meet many needs, and the much larger collections of UCSB and the Santa Barbara Public Library are readily available to students.

A variety of learning resources are being used to provide support for varying modes of instruction appropriate to students' needs and learning styles. These include the instruction offered in the CAI Lab, tutoring services, the Student Word Processing Center, the DSPS Learning Lab, the Communication Lab, and the growing use of video and multimedia software in the numerous instructional computer labs.

As illustrated in the activities of the Faculty Resources Center and in the titles of faculty enrichment grants and sabbatical leaves that have been approved in the past several years, faculty and staff are actively involved in incorporating learning resources into instruction to meet the changes taking place in their disciplines and students' learning needs (5A.11 5A.12, 5A13). The Faculty Resources Center staff provides technical assistance to faculty in the development and application of learning resources.

### **Standard 5.B Resource Development**

**Library books and serial titles are acquired based on recommendations from the faculty and Library staff. Review media and publicity are regularly circulated among the faculty, and responses have been very positive. In addition, student and community library users are encouraged to submit their recommendations.**

Funds are provided to instructional departments to purchase learning resources and instructional materials. Two of the major objectives of the Faculty Resource Center are: (1) to assist staff in the selection and evaluation of instructional technologies-related equipment and software; and (2) to keep staff informed about new developments in learning technologies (5B.1).

### **Standard 5.C Accessibility**

**The Library and other learning resources are promoted in the College's Orientation Program for new students; in the *Student Planning Guide* (5C.1); in printed materials distributed to students, faculty and staff; and by faculty and counselors in their classes and advising sessions. The *Library/LRC Handbook* is revised and published annually. A half-credit course, English 109-Library Skills, is offered each semester on a credit/no credit, open entry/open exit basis, and credit transfers to the CSU system. The course is currently undergoing extensive revision in order to offer instruction on three levels: ESL/basic skills; intermediate; and advanced. The library staff completed a series of three videotapes on Library use (general introduction; how to find a book; how to find a periodical article), and published information sheets on literature (e.g., *The Novel: Suggestions for Research*). Plans are in progress to provide access to all these materials via the Library's proposed home page on the Internet. Library orientations for individual classes are provided and the reference librarian in charge of these is engaged in outreach work to expand use among the faculty. Library staff is currently working with Disabled Student Services to provide better service to these students.**

Hours of Library and LRC service are now adequate to meet student needs. The Library is open 76 hours a week, including Saturdays. Dial-in access to the computerized on-line public access catalog is available 24 hours a day and access will be available sometime in the near future

on the Internet. It is then expected that faculty will be able to submit purchase requisitions for class orientations and similar requests by e-mail.

#### **Standard 5.D Faculty and Staff**

With the exception of the non-certificated personnel in the Library, the learning resources staff is sufficient in number and is properly qualified in various specialty areas to serve users and to provide technical support. Although the Library is currently using a professional volunteer and a graduate student intern to keep pace with its cataloging demands, an additional classified staff member in this area is needed. As noted in the response to Standard 5A, the College has in the past two years reclassified to a higher level four staff positions in support of its learning resources operations, replaced a vacant full-time certificated librarian position with a person with a strong background in instructional technology, appointed an interim director of the LRC, created and staffed the Faculty Resources Center, and combined and cross-trained the technical support staff of the Media Services and the Computer Technical Support units. These changes in staffing have enhanced the support provided by the Library and learning resources programs.

#### **Standard 5.E Information Technology**

This year the Library has added five new Macintosh computers. All of these computers allow access to e-mail, the campus network, and the Internet. The Library has started to build a collection of CD-ROMs at the reference desk for student use. The Library Committee has agreed to an interim collection development policy for electronic media. The Library public catalog, periodical check-in and claiming, circulation, reserve, cataloging and acquisition systems are all presently automated. CD-ROM systems and the OCLC FirstSearch System (via the Internet) are used for periodical indexing. The VTLS system, including the public catalog, is available via dial-in access, and is expected to be available via the campus network and the Internet in the future. Planning is in progress to provide links from VTLS workstations to the public catalogs of UCSB and the local public library system. The Library building is cabled and connected to the campus fiber-optic network.

The College has invested a substantial amount of resources into expanding and upgrading its computing and data communications services. In the past two years, it has connected all of its buildings with fiber optics, purchased computers for all certificated faculty who did not have one, and acquired over 100 computers for its instructional computer labs. The College is developing plans to provide all students on and off campus with access to the Internet and its e-mail system. To achieve this goal, College staff have invested a great deal of time and effort in devising strategies to support the projected computing needs of its students and staff. These efforts are reflected in the report of the Computer Acquisition and Replacement Redesign Team (5E.3).

In Spring 1995, the College created the Faculty Resources Center to provide faculty and staff with the training and technical support needed to take full advantage of instructional technology (5E.4). As a part of the FRC's professional development plan, the Library has assumed responsibility for training faculty in how to use the Internet to find information. Staff in the Library, LRC and FRC are developing an information literacy course for students.

That the standard is being met is well-documented by the discussion above.

## STANDARD SIX: PHYSICAL RESOURCES

**Physical resources, including buildings and equipment used both on and off-campus, are adequate to serve the needs of the institution in relation to its staed purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.**

### Standard 6.A Facilities

The campus facilities master plan developed in 1975 was reviewed by the Board of Trustees in 1984 and an update authorized. Major revisions were made to the West Campus development plan including the deletion of a "community" performing arts center. Buildings awaiting State funding were re-ranked placing the Library/Learning Resource Center first and Interdisciplinary Center (classrooms and faculty offices) second. Our Five-Year Construction Plan was modified to reflect the new ranking, and the campus master plan was revised August 1985. Due to our proximity to the coast, the District had to comply with the California Coastal Act; therefore, we filed a local coastal plan with the Coastal Commission. The City of Santa Barbara and community concerns about parking required the District include a sizable parking structure on the West Campus to accommodate the increased student load and vehicle traffic. The Facilities Master Plan (Long-Range Development Plan) was amended and approved by the Coastal Commission in fall, 1988.

During the next six years, numerous major construction projects were funded and completed.

<u>Date</u> <u>Cost</u>	<u>Project</u>	<u>Sq. Ft.</u>
August 1989 \$6,103,935	Library/Learning Resource Center	52,335
August 1991 4,006,631	Interdisciplinary Center	35,795
April 1991 2,600,000	Student Services (Remodel)	31,120
May 1993 6,142,806	Parking Structure	145,088
June 1993 2,863,750	Bookstore	17,733
August 1993 1,300,000	Campus Center (Remodel)	13,000
August 1994 6,540,226	Business/Communication Center	35,280

To provide for funding of ongoing maintenance, rehabilitation, and minor non-State-funded construction, the Board of Trustees adopted a policy on August 22, 1991, that year-end balances in the General Fund accounts (except categorical) would be transferred to the Rehabilitation Fund for maintenance of the infrastructure (building and grounds); further, that the minimum funding level would be \$600,000 per year. This level was established as a floor representing approximately 1.0 percent of the total building asset valuation of \$60 million. In the past four years the transfers to the Rehabilitation/Maintenance Fund total:



1991-92	\$ 629,000
1992-93	390,000
1993-94	1,354,600
1994-95	1,286,696
Total	\$3,660,296

The District completed a building assessment survey in 1993-95 listing numerous rehabilitation/maintenance needs. The list is utilized in allocating funds to priority items. The attached list of construction/renovation projects demonstrates the extent of the activity and District commitment of improving campus facilities since 1991.

Every two to three years a building valuation survey is taken and a safety inspection made by a safety engineer. Safety items have been corrected by District staff or private contractors. In 1994-95 a major air quality study was conducted of an area in the Administration Building. Testing, corrections, and modifications exceeded \$160,000.

The District Facilities, Safety, and Security Committee meets monthly, or as necessary, to address employee, student, and visitor safety items. A hazardous substances communication program and training programs are ongoing. Items such as asbestos abatement, PCB removal, hazardous waste disposal are part of our regular program—mostly State-funded.

The District cooperates with the Santa Barbara County Emergency Management Systems and the County Office of Emergency Preparedness during disasters (such as the January, March floods in 1995).

The District has installed a computer-controlled Energy Management System to help reduce the energy costs on the two main campuses (Cliff Drive). Most new buildings have more square footage and air conditioning; therefore, our electrical use has grown. Since 1991-92 the total electrical use has grown about 2.2 percent per year as follows:

1991-92	5,692,023 kWh
1992-93	6,272,358 kWh
1993-94	5,941,013 kWh
1994-95	6,198,252 kWh

Given all the new facilities, to remain near 2.2 percent growth per year is still excellent.

In 1992 the District completed a study of the entire District responding to the new ADA (Americans with Disabilities Act) standards. The study was completed in a COBCP (Capital Outlay Budget Change Proposal) to the Chancellor's Office in January 1993 which is still awaiting funding from the State.

**Standard 6.B Equipment**

In 1993-94 the District contracted for a complete asset inventory to verify individual values of equipment items and to bar code the larger items. The new inventory has become the basis for replacement equipment allocations in the 1994-95 and 1995-96 fiscal years. The total District equipment inventory now exceeds \$12 million and an additional \$9.5 million of large fixed equipment (motors, air handlers, air conditioning units, etc.).

On August 22, 1991, the Board of Trustees adopted a policy to transfer any funds from the lottery revenues in excess of 2.0 percent of District salaries (approximately \$500,000) to the Equipment Replacement Fund. This decision was based on recognition that an average 15-year replacement life would be assumed establishing a need of about \$800,000 per year for equipment replacement. Over the past four years transfers to the Equipment Replacement Fund were:

1991-92	\$ 900,000
1992-93	652,000
1993-94	594,800
1994-95	<u>1,003,425</u>
Total	\$3,150,225

**Standard 6.C      Facilities Planning**

The 1975 Facilities Master Plan was updated in 1985, amended in 1988 and amended again in 1992. Most of the major construction has been completed to build out the West Campus. Our Five-Year Construction Plan of February 1996 includes several projects on the approved Chancellor's list which remain unfunded:

ADA (barrier removal)	\$ 2.8 million
LSG (code/safety)	2.7 million
Administration (second effects)	<u>2.6 million</u>
Total	\$ 8.1 million

Staff and faculty have been involved in every major construction project since 1988. The Board of Trustees has also had significant involvement in all construction and major maintenance projects, and they approve the Rehabilitation/ Maintenance/ Construction budget each year.

The District presents the above documentation which testifies that this standard is being met and further asserts our commitment to maintaining the infrastructure and equipment is exemplary.

## STANDARD SEVEN: FINANCIAL RESOURCES

### Standard 7.A Financial Stability

The decade of the 1990s started on a solid note of optimism! With the passage of AB1725 in 1988 and Program Based Funding, the financial future seemed more certain than in the 1980s. AB1725 funded California Community Colleges an additional \$70 million in both 1989 and 1990. In addition, the passage of a constitutional amendment, Proposition 98, "guaranteeing" K-14 education a certain level of the State revenues "assured" the community college of a more stable source of funding.

With the new revenue levels, the District was able to implement the reforms required under AB1725, fund employee raises of 22.95 percent over four years, and still have a surplus of over \$6 million for the required parking structure.

The steady growth of FTES peaked in 1992-93; however, State apportionment left about 500 generated FTES unfunded. A similar scenario occurred in 1993-94 as enrollments fell off by nearly 6 percent. At about the same time the State fell in to a recession that affected the K-14 funding as well as all funding mechanism (Prop. 98) for all State agencies. State property tax shortfall began in 1991-92 and grew to around 3percent in 1993-94 and 1994-95. This meant the District had to respond by cutting costs, freezing replacement positions, and trimming programs and services. The staff received no raises in calendar years 1993, 1994, or 1995 due to State revenue shortfall.

Through prudent management of the financial resources, the District has had no mandatory layoffs, no reductions in employee benefits, and no severe disruption of services in the past three years. Nearly \$400,000 has been identified annually to fund the "automatic increases" (utilities, salary step and column, etc.). The District has maintained a 5percent contingency reserve as required by Board of Trustees' policy, established an equipment replacement fund from lottery proceeds of about \$800,000 annually, maintained a conservative reserve in the self-insurance fund and funded the Rehabilitation/ Maintenance fund at over \$3.6 million since 1991-92 (see Standard Six). In spite of all the unknowns, shortfalls, and mid-year changes, the District has never spent more than it has received in any fiscal year over the past ten years.

Long-term liabilities are few. The last of the bonded indebtedness remaining will be paid off by August 1998 on the regular tax collection procedure. The District has no COPs (Certificates of Participation) to pay off. No long-term leases, no unfunded retirement liabilities, or any other liability which could not be cleared in two years. The equipment replacement reserve will be funded for another three years. The Rehabilitation/ Maintenance/Construction reserve, however, has no stable funding source other than General Fund ending balances which continue to shrink.

Cash flow has not been a problem in the District. The District has never had to issue TRANs (Tax Anticipation Notes), borrow any funds, or apply for an advance funding from any source. Only once in the past ten years was the 5percent reserve pledged to maintain stability, and that use of the contingency never materialized.

## **Standard 7.B Financial Planning**

Long-range financial planning has been virtually impossible over the past three to four years. In spite of AB1725 and Proposition 98 guarantees, there are no reliable allocation of funds for community colleges. Although the District has established targets in October for the next fiscal year, we are just guessing about what will really be funded. The Chancellor's Office allocations have had to be modified as State revenues change during the year. In the 1993-94 and 1994-95 fiscal year the District did not know its actual funding until September/October after the year had closed. By necessity, projections of District revenues have had to be extremely conservative, couched with "if's" and "maybe's" and backed up with shortfall reserves. This leaves doubts about financial credibility when actual results are better than anticipated.

Recognizing the continued volatility of the financial allocations, the District engaged a planning consultant in March 1994 to assist the College Planning Council in reallocating the shrinking discretionary dollars. Criteria for budget decisions were better defined, a taxonomy of functions and services was created, and an estimated cost of the various functional areas were defined by the vice presidents. Utilizing the Statement of Institutional Directions, the District Mission statement, and the Educational Master Plan reduction lists at the 3percent, 5percent, and 7percent level were developed by each vice president's area. A potential of approximately \$500,000 in reductions was identified for 1995-96 fiscal year implementation. However, due to projected shortfalls in revenue, \$383,613 was permanently cut from budgets during 1994-95. This budget development process permeated the entire District as all areas were required to rank reduction elements/activities.

The planning process changes have yielded 19 "redesign" efforts district-wide to be more efficient and deliver the same services more effectively and at less cost. The District has developed a list of budget development principles which were utilized in making the financial reductions in 1994-95. The 1995-96 budget also used the principles; however, since we have not been funded for our growth enrollments, the District has been very cautious in expanding the curriculum until funding is known.

## **Standard 7.C Financial Management**

The entire district is quite aware and involved in managing its financial resources. The District Superintendent/President and the Vice President of Business Services provide the fiscal leadership for the District. The Board of Trustees is fully informed of all activities reflecting financial management.

Finances are an "open book." In pre-negotiation sessions with the bargaining units an approximately 200-page information book was developed and distributed widely. It contained full and complete explanations to the State funding mechanisms, program based funding, ALL sources of revenues, and ALL expenditures for the past five years. Every District fund was presented and its purposes explained. Historical statistics, current constraints, and future trends were all discussed openly, frankly, and honestly. The Vice President of Business Services is responsible for the financial management of the District assisted by the Controller and fiscal staff who are responsible for the day-to-day operations. Financial records are on-line to managers. Financial reports are distributed monthly for validation. Those with access to the mainframe may utilize the on-line account look-up capability to review the current status of any account. Account status is also monitored by the Fiscal Services staff to anticipate potential budget problems.

The budget is reviewed as the fiscal year progresses. A mid-year budget adjustment is submitted to the Board of Trustees for approval after the first principal apportionment is received in February. The adjustment updates the budgeted revenue and appropriations information.

The financial records and internal control processes are audited annually by a Certified Public Accountant. Well established procedures that have been effectively applied over the years have resulted in annual audits which have included few negative audit findings. New guidelines and procedures have been developed for trust accounts to strengthen internal controls. In addition, the responsibilities of a current staff position have been revised to emphasize internal audit responsibility.

The Bookstore, Cafeteria, and the Foundation for Santa Barbara City College are also subject to specific financial reporting procedures. Quarterly financial reports submitted to the Board of Trustees include reports for both the Bookstore and Cafeteria. Budgets are developed and reported on the annual financial and budget report required by the Chancellor's Office. The District's annual independent audit includes a review of Bookstore and Cafeteria records. An annual independent audit is also required for the incorporated Foundation for Santa Barbara City College.

Certification the Standard Is Being Met

The District presents the above examples of superior financial management and certifies the standard is being met.

## **STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION**

**Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated, and shared in a climate of mutual support.**

### Certification that the Standard is Being Met

Santa Barbara City College is an institution that is fulfilling its mission and achieving its goals. For this to occur, "each major constituency must carry out its separate or complimentary roles and responsibility." In reviewing SBCC's performance in meeting the ACCJC standard on Governance and Administration, the College concludes that each facet of our community has an understanding of its role and responsibilities, and fulfills them in a manner that is mutually supportive and results in a positive synergy that adds significantly to the quantity and quality of work produced throughout the College.

This conclusion is well illustrated through Project Redesign. The College Planning Council with representatives from all facets of the College community has provided leadership for Project Redesign. Project Redesign has been endorsed by the Board of Trustees and fully participated in by all segments of the College community.

For more traditional governance activities, there are well-defined procedures by which policies can be considered by all segments before final action is taken. Campus constituencies have committee representation that frequently includes representatives from more than one constituency (Trustees, administrators, faculty and staff). Also campus constituencies join together for gatherings such as the Faculty Lecture, meetings with political representatives, inservice sessions, and some social activities.

As with any organization, there are and will continue to be ways in which significant improvements can take place. Communication can almost always be enhanced either through improving its clarity, assuring sufficient repetition and in the timeliness of it. Some issues, might in retrospect, have been dealt with too rapidly or not rapidly enough. However, there is an openness to the process of considering difficulties and problems, and instituting change to improve.

Respect among the constituent groups is well established among all components of the College. It is based on shared belief in our mission, commitment to serving students and a valuing of the competency that each grouping brings to the work of SBCC.

The following specific comments apply to the various groups.

### **Standard 8.A The Governing Board**

It is the judgment of the College community that the Santa Barbara Community College District Board of Trustees understands and fulfills its responsibilities in accord with the standards set forth by the Accrediting Commission for Community and Junior Colleges.

The Board maintains a focus on the quality of institutional programs and services, and acts consistent with maintaining the integrity of the institution in all facets of its present operation and in ensuring the College's capacity to operate well into the future.

In fulfilling its responsibility, the delicate balance between policy development and the executive responsibility to implement that policy is understood and followed. The Board maintains its awareness of the quality of educational and student services programs by having all program reviews presented in public session to the Trustees. In addition, all sabbatical leave reports are presented both in writing and through personal appearances by sabbatical participants. The Board, through its committee structures and Board meetings, assures the capacity to hear first-hand from members of the College community on issues as these issues move toward formal resolution at the Board meeting. The Board also acts on approving the *Statement of Institutional Directions* and in accepting the *Assessment of Institutional Effectiveness*. Thus, by placing a priority on matters of educational significance on their agenda, the Board provides an emphasis on planning, program development, implementation, and evaluation.

The Board's commitment to the College's higher education role for our community is enhanced by the stability of service provided by individual Board members. A majority of the Board has served beyond 15 years, while three relatively new Board members (less than four years of service), have provided new perspectives on issues. The condition of the District in terms of its relatively solid fiscal well-being, the generally positive status of its facilities and the positive and proactive relationships among component groups has been tremendously effected by the Board's leadership and stability.

The Board of Trustees evaluates the Superintendent/President annually and uses the vehicle of the Study Session to critique its own procedures and improve upon its performance. The Board is guided by and adheres to a *Statement of Ethical Conduct*.

### **Standard 8.B Chief Executive Officer**

The Chief Executive Officer is in his 15th year of service in that position at SBCC and his performance is consistent with the expectations outlined in the standard. During his tenure, he has devoted his full-time emphasis to fulfilling college responsibilities and in providing an emphasis for defining institutional directions, priorities and assuring that ongoing evaluation and improvement are sought.

Recognizing the dependency of the College on state funding and involvement of state entities in core matters of the College, the Superintendent/President has actively participated in representing the College at the state level.

Support for affirmative action has been consistent and policies/procedures are well established within the institution and generally felt to be administered equitably. The Superintendent/President takes a very active role in the development and administration of the budget and in the College's planning, research and evaluation activities.

Communication is generally seen as direct and the bases for actions, though not always compatible with the views of everyone, are explained.

## **Standard 8.C            Administrative Services**

The College has had significant stability at the senior level of its administration, and this stability has helped to provide an understanding and achievement of the standards for good practice advanced through the accreditation standards. Middle management has had stability and the vitality that can result from new additions to its numbers. Administrative staff is viewed as competent, dedicated and responsive.

Considerable support is given to the improvement in instruction through areas such as vocational technology, institutional research, program reviews and support for instructional experimentation. All information is accessible and general issues are resolved in a timely manner.

The demands upon the administration have been consistent. There has been little, if any, interest identified by full-time faculty to enter into administrative positions. Staffing is seen as minimal to carry out the scope and complexity of responsibilities assigned to the administrative staff.

## **Standard 8.D            Faculty**

At SBCC, the established mechanism for faculty participation in shared governance is the Academic Senate and a system of committees that report either to the Senate or to related governance bodies on campus. As a matter of policy and professional responsibility each faculty member is expected to participate in the governance process through these structures.

Since the last accreditation visit in 1990, the Academic Senate has been significantly reorganized. In an effort to increase effectiveness in the governance process, the Senate was reorganized into a representative body elected by and accountable to the faculty. The President of the Academic Senate chairs this governance body. The Academic Senate plays an active role in reviewing and developing policies and recommendations in such areas as resource allocations, curriculum development and academic policies. The Academic Senate is directly involved in college-wide governance through its representation on the College Planning Council and all college-wide committees. In addition, the President of the Academic Senate meets regularly with the college president and the Vice President of Academic Affairs. All faculty, including credit division part-time and Continuing Education division faculty have elected representatives on the Academic Senate.

The role and responsibility of faculty in governance is clearly defined in the policy on faculty and college governance (District Policy Manual #1200), in the Constitution and By-laws of the Academic Senate and in the Faculty Handbook. A delineation of the relationship between the SBCC Instructors' Association (the Faculty's bargaining agent) and the Academic Senate exists in both the District Policy Manual and in the Instructors' Association Agreement.

College support of faculty participation in shared governance is evidenced by the use of the consultative process in the development and revision of new and existing policies and procedures. Additional college support for faculty participation in governance is also reflected in providing members of the Academic Senate with compensation for their participation in governance activities.



In general, the faculty believe that their role in the college governance process has been strengthened and that lines of communication between faculty and administration have been clarified through the reorganization of the Academic Senate. Faculty have been able to exercise a substantial voice on matters pertaining to educational programs, faculty personnel, resource allocations and other institutional policy issues related to their areas of responsibility and expertise. However, faculty continue to express concern regarding their degree of involvement in the college budget building process. In the past few years the faculty have been given greater access to college budget information through their participation in discussions on budget reductions and, more recently, in a series of information sessions explaining the college budget. However, increased dialogue regarding college priorities and the concomitant allocation of resources is strongly recommended.

#### **Standard 8.E            Support Staff**

The support staff at Santa Barbara City College represents tremendous diversity, function, and range of talents. Responsibilities are well defined and supported through a comprehensive program of staff development. The College has a Classified Council that is assigned responsibility for providing points of view for the support staff in areas not covered through collective bargaining.

The support staff is viewed by the College community as integral to success of the College and as contributing in substantial ways to the accomplishments that have occurred. The visiting team, through discussions with campus personnel, will be able to verify the role played by the classified staff through the various governance mechanisms and the broad-based positive view that is held regarding the staff's contributions to institutional achievement.

#### **Standard 8.F            Students**

The student governing body is very well established and has consistently been fortunate to have a nucleus of participants actively involved in carrying out student-based responsibilities for college governance. At times, opportunities to participate directly in governing the College go unfilled because of the external demands (work, family, children, etc.) upon the limited time of students. Students who do participate provide valuable support.

Since the last accreditation visit, significant increases have occurred in the number and vitality of student clubs and organizations. The discipline-based clubs (history, international students, honors, etc.) have added substantially to opportunities for student involvement and the enrichment of educational opportunities.

The Student Body President is provided with the opportunity to address each meeting of the Board of Trustees. The Student Trustees have been most diligent in carrying out their responsibilities.

This role of students in governance is regarded highly by the College and fulfilled at a satisfactory level by the students.

## **REFERENCES**

### **STANDARD ONE**

- 1.A.1a Faculty Freedom of Expression Policy (Certificated Personnel Policy # 2520)**
- 1.A.1b Political Activity Policy (Certificated Personnel Policy # 2440)\**
- 1.A.5a Affirmative Action Policy**
- 1.A.6 Academic Honesty Policy**
- 1.A.7 Student Planning Guide**
- 1.A.8 College Catalog**
- 1.A.10a Athletic Department Handbook**
- 1.A.10b Academic Handbook for Athletes**

### **STANDARD TWO**

- 2.1 Policy Describing the Purposes of the Credit and Non-credit ESL Programs**
- 2.2 Report Describing the Transition Program from Non-credit ESL Classes to the Credit Division**
- 2.3 Description of the Business Outreach Services Committee**
  
- 2A.1 Program Review Policies and Procedures**
- 2A.2 Procedures for Developing Academic Affairs' Department Two-Year Plans**
- 2A.3 Faculty Evaluation Policies for Contract and Hourly Instructors**
- 2A.4 Institutional Research Agendas for 1992-93, 1993-94, 1994-95 and 1995-96**
- 2A.5 Occupational Education Advisory Committees**

- 2A.6 Curriculum Advisory Committee (CAC) Policies for Course Approvals, Modifications and Deletions
- 2A.7 Project Redesign Manuals
- 2A.8 Organizational Chart for Academic Affairs
- 2A.9 Job Descriptions for the Vice President, Academic Affairs, Deans of Academic Affairs, Department Chairpersons, and Responsibilities of Academic Senate Committees.
  
- 2B.1 Description of SBCC's Institutional Planning Process
- 2B.2 CAC Policies and Procedures for Course Approvals, Modifications and Deletions
  
- 2C.1 Requirements for the Associate Degree
- 2C.2 General Education Requirements
- 2C.3 Institutional Graduation Requirements
  
- 2D.1 Credit Courses Offered at Wake Center
- 2D.2 Credit Courses Offered at Area High Schools
- 2D.3 Contract Education Policies
- 2D.4 Work Experience Policies
- 2D.5 Chancellor's Office Letter Approving Contracts with Private Cosmetology Schools
- 2D.6 Study Abroad Policies
- 2D.7 International Education Committee Goals and Objectives
  
- 2E.1 CAC Course Approval Guidelines
- 2E.2 Course Exit Proficiency Procedures Used by the English, Essential Skills and Math Departments
- 2E.3 Course Exist Proficiency Procedures Used by the ESL Department
- 2E.4 Examples of Course Syllabi
- 2E.5 College Grading Policy
- 2E.6 Credit by Examination Procedures
- 2E.7 CAC Policies on Criteria for Degree and Non-Degree Applicable Courses
- 2E.8 Examples of Degree and Non-Degree Applicable Course Listings in the Schedule of Classes and the General Catalog
- 2E.9 CAC Procedures of College Degree and Certificate Programs
- 2E.10 Program Review Policies and Procedures
- 2E.11 Examples of Minutes from Occupational Education Advisory Committee Meetings
  
- 2F.1 Description of the High School/SBCC Articulation Council
- 2F.2 End-of-Year Reports on the Accomplishments of the High School/SBCC Articulation Council
- 2F.3 Procedures for Administering SBCC Assessment Exams to High School Students
- 2F.4 End-of-Year Reports of the Santa Barbara Tech-Prep Consortium
- 2F.5 Description of the Project to Develop a Three-Year Bachelor's Degree Program
- 2F.6 Transfer Effectiveness Plan and Annual Progress Reports
- 2F.7 List of Guaranteed Articulation Agreements
- 2F.8 Examples of Reports from UC and CSU Campuses on SBCC Transfer Rates and Performance
- 2F.9 Study to Identify the Number of SBCC Students Who Transfer to Institutions Other Than UC and CSU
- 2F.10 UCSB Transfer Survey

- 2F.11 List of SBCC Occupational Education Advisory Committees
- 2F.12 Program Review Policies and Procedures
- 2F.13 Survey of Graduates of SBCC Occupational Education Programs
- 2F.14 Post-Education Employment Tracking Study
- 2F.15 The Economic Value of the Associate Degree

### STANDARD THREE

- 1. Student Handbook
- 2. 5 Year Summary of Student Characteristics
- 3. Organization chart for Student Affairs
- 4. Student publications
  - a. "Channels"
  - b. Roots
- 5. Standards of Student Conduct
- 6. Student Grievance Procedures
- 7. Student Rights and Responsibilities
- 8. Student Athlete Handbook
- 9. Policies on Student fees
- 10. Financial Aid Statistics
- 11. Financial Aid Reviews by State and/or Federal agency
- 12. SSPRs:
  - a. Financial Aid
  - b. Student Activities
  - c. Security
  - d. Admissions and Records
  - e. Health/Wellness
  - f. EOPS/Cal-SOAP
  - g. Athletics
  - h. Counseling
  - i. Bookstore
- 13. Brochures
- 14. 1994-95 Matriculation Plan
- 15. Matriculation Site Visit Review
- 16. Application Jacket
- 17. Registration info with inserts
- 18. Matriculation Site Visit Report - December 1995

### STANDARD FOUR

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| <ul style="list-style-type: none"> <li>I.A. Contract:</li> <li>Certificated Policies:</li> <li>Classified Rules &amp; Regulations:</li> <li>CSEA Contract:</li> </ul> | <ul style="list-style-type: none"> <li>Section 2.16 Instructor Load</li> <li>Section 1900 Faculty load</li> <li>1600 Working Days of Faculty</li> <li>Appendix C: On-going Reassigned time</li> <li>Appendix D: Special T.L.U. Ratings</li> <li>Section 1350 Work Periods and Overtime</li> <li>Article 7 Hours.</li> </ul> |
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### STANDARD FIVE

- 5.1 LRC Task Force Report

- 5.2 Recommendation/Options for Reorganizing the LRC
- 5.3 Goals for Director of the LRC
- 5.4 Report on Supplemental Instructional Support Services Redesign Project
- 5.5 Reorganization Plan for Media Services
- 5.6 Implementation Plan for Supplemental Instructional Support Services Redesign Project
- 5.7 Library Instructional Redesign Project
- 5.8 Samples of Agendas for LRC/LRC Meetings
- 5.9 Description of LRC/Tutorial Committee
  
- 5A.1 1994-95 End-of-Year Library Report
- 5A.2 LRC Task Force Report
- 5A.3 Communication Lab Report
- 5A.4 LRC Task Force Report
- 5A.5 End-of-Year Media Services Report
- 5A.6 Goals and Objectives for LRC Director
- 5A.7 Position Description for Faculty Director of the FRC
- 5A.8 Media Services Reorganization Plan
- 5A.9 List of Classified Staff Positions That Have Been Upgraded
- 5A.10 Budget for the Library
- 5A.11 List of FRC Workshops and Training Activities
- 5A.12 List of FEC Grants Awarded in 1994-95 and 1995-96
- 5A.13 List of Sabbatical Leaves Granted for 1995-96 and 1996-97
  
- 5B.1 Goals and Objectives for the FRC
- 5B.2 1995-96 Student Planning Guide

## STANDARD 6

- A. Long-Range Development Plan, 1988
- B. Five-Year Construction Plan, February 1996
- C. Insurance Report - Facilities
- D. 1991 Accreditation Report (Standard 7)
- E. Construction/Rehabilitation Projects, 1991-95
- F. 1995-96 Major Maintenance Allocations
- G. ADA Study, January 1993
- H. COBCP - Administration Remodel
- I. COBCP - Life Science/Geology Remodel
- J. COBCP - Physical Science Remodel

## STANDARD 7

- 1991-92 - 1995-96 Adopted Budgets
- Financial Longitudinal Study, 1987-91, 1991-96
- Program Based Funding
- Budget Development Principles
- CCFS 311s, 1991-92 - 1994-95
- District Fiscal Audits, 1991-92 - 1994-95
- Foundation for SBCC Fiscal Audits, 1992-93 - 1994-95
- Budget Development Calendar
- Cafeteria
- Children's Center

**Cash Flow Projection/Analysis  
JPA Audits  
Foundation Fundraising  
Bonded Indebtedness**

**STANDARD 8**

**A. Board of Trustees**

- 1. Board Minutes**
- 2. Board Committee Minutes (Educational Policies, Facilities, and Fiscal)**
- 3. District Policy Manual**
- 4. Board *Statement of Ethical Conduct***

**B. Chief Executive Officer**

- 1. Organizational Chart**
- 2. Specific Memos Available Upon Request**

**C. Administration**

- 1. Administrative Regulations**

**D. Faculty**

- 1. *Faculty Handbook***
- 2. Constitution and By Laws of the Academic Senate**
- 3. Board Policy on the Faculty and College Governance**

**E. Classified Staff**

- 1. Board Policy on the Role of the Classified Staff in College Governance**
- 2. Classified Council Minutes**

**F. Students**

- 1. Student Publications**
- 2. Associated Student Body Constitution**
- 3. Associated Student Body Minutes**

## Listing of Acronyms

AB 803, 1725 - Assembly Bills  
ACCJC - Accrediting Commission  
for Community and Junior  
Colleges  
ADA - Americans with  
Disabilities Act  
AOD -  
ASB - Associated Student Body  
CAC - Curriculum Advisory  
Committee  
CAI - Computer-Assisted  
Instruction  
CARE - Cooperative Agencies  
Resources for Education Program  
CCCA - Central Coast Computing  
Authority  
CCCC - College Computer  
Coordinating Committee  
CELSA - An assessment  
instrument used in the  
matriculation process  
COBCP - Capital Outlay Budget  
Change Proposal  
COPS - Certificates of  
Participation  
CPC - College Planning Council  
CSEA - Classified Staff  
Employees Association  
DSPS - Disabled Students  
Programs and Services  
ELSP - English Language Studies  
Program  
ESL - English as a second  
language  
EOPS - Educational Opportunity  
Programs and Services  
FEC - Faculty Enrichment  
Committee  
FRC - Faculty Resource Center  
FSA - Faculty Service Area

FTEs - Full-time Equivalencies  
IA - Instructors' Association  
IRCA - Immigration and Reform  
Control Act  
ISAP - International Students  
Academic Program  
JPA - Joint Powers Agreement  
LANs - Local Area Networks  
LRC - Learning Resource Center  
LSG - Life Science/Geology  
Building  
LVN - Licensed Vocational Nurse  
MDTP - An assessment instrument  
used in the matriculation process  
MQ - Minimum Qualifications  
ROP - Regional Occupation  
Program  
SAP - Student Assistance Program  
SBCC - Santa Barbara City  
College  
SID - Statement of Institutional  
Directions  
SSPR - Student Services Program  
Review  
TAP - Transfer Achievement  
Program  
TLU - Teacher Load Unit  
TRAN - Tax Anticipation Notes  
VATEA - Vocational and Applied  
Technology Education Act