



2021 Institutional Self-Evaluation Report





Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
www.sbccc.edu

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2021

Certification

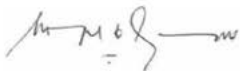
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Utpal K. Goswami
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



1/4/2021

Dr. Utpal K. Goswami, Superintendent/President

Date



1/6/2021

Dr. Peter Haslund, President, Board of Trustees

Date



12/21/2020

Dr. Pamela Ralston, Executive Vice President, Accreditation Liaison Officer

Date



Dec 21 2020

Dr. Raeanne Napoleon, President, Academic Senate

Date



12/21/2020

Ms. Elizabeth Auchincloss, President, California School Employees Association

Date



01/04/2021

Mr. Carson Mitchell, President, Associated Student Government

Date



01/04/21

Mr. Jason Walker, Advancing Leadership Association, Representative

Date

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A. Introduction

College History

Santa Barbara City College (SBCC) is a comprehensive community college serving the South Coast of Santa Barbara County in California. The College offers strong academic programs, innovative and award-winning student success initiatives, a robust transfer program, and a rich career technical program reflective of the local business community's input and workforce needs. SBCC offers a wide range of associate degree and certificate programs, as well as transfer programs that provide the first two years of study toward baccalaureate degrees. SBCC serves more than 20,000 credit students annually, and its growing noncredit programs reached more than 9,000 students in the 2019-20 academic year. The College serves students through its main, Wake, and Schott campuses; dual enrollment; and online programs. In 2013, SBCC was acclaimed as the No. 1 community college in the nation by the Aspen Institute. Additionally, SBCC, a Hispanic-Serving Institution, has been the recipient of several Title III and V federal grants, which have served to improve the quality of education, particularly for Hispanic and Latinx students. Additionally, the College has earned numerous awards and recognition at the state level.

The College was established by the Santa Barbara High School District in 1909, making it one of the oldest community colleges in California. The College was discontinued shortly after World War I, and later reorganized in the fall of 1946. Called Santa Barbara Junior College from its inception, its name was formally changed to Santa Barbara City College in July 1959 by the Santa Barbara Board of Education. The College was relocated that year to its present and permanent location on the Santa Barbara Mesa, on 74 acres overlooking the Pacific Ocean. The Schott and Wake campuses, which serve noncredit and fee-based programs, are located nearby in the community.

SBCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The institution is committed to the success of every student, providing a variety of ways to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

The College has withstood challenges since its last accreditation. A series of executive level changes have occurred since 2015, which have included the onboarding of one interim and two permanent Superintendent/Presidents. Dr. Utpal K. Goswami has taken the helm, joining the College in January 2020.

In December 2017, the Thomas Fire, a massive wildfire that burned more than 280,000 acres, impacted the county and city of Santa Barbara, causing the College to close because of smoke and wildfire concerns and disrupting student, staff, and faculty life. A later massive debris flow and subsequent challenges with flooding caused intermittent difficulty

with instruction. The College has worked to create effective emergency planning and was responsive to the needs of its members and the community during and following this crisis.

Further need for emergency planning was dramatically revealed in March 2020 as the College closed its campuses because of the COVID-19 pandemic. The last weeks of the spring 2020 and subsequent summer terms were taught entirely online. During that period, the College’s leadership worked with constituent groups and individual staff, faculty, and program leads to prepare for a predominantly online, fall 2020 semester and possible academic year. The academic and Student Services areas worked with the facilities and Human Resources areas to plan reopening some outdoor physical education and limited, in-person instruction in nine career technical programs in essential workforce sectors. Student Services moved online, creating digital processes and virtual support and outreach. The faculty revised more than 1,800 courses to ensure they were appropriately designed for online instruction. Additionally, the College required the inclusion of three hours of equity-focused professional development in the already robust, 15-hour certification training.

The changes implemented as a result of COVID-19 have made SBCC a more student-centered, intentionally designed, and collaborative college. Just as engineers note the learning opportunities of massive engineering failures, the hardships and challenges of this pandemic have provided opportunities to build a better organization and serve students, staff, and faculty in ways that could only be imagined prior to the emergency.

Santa Barbara City College’s Instructional Sites

The following locations offer 50 percent or more of a program, certificate, or degree for students:

Main Campus 721 Cliff Drive Santa Barbara, CA 93109	Wake Campus 300 N Turnpike Road Santa Barbara, CA 93111
Schott Campus 310 W Padre Street Santa Barbara, CA 93105	Santa Barbara City College Cosmetology Academy 525 Anacapa Street Santa Barbara, CA 93101



Mission

Santa Barbara City College's mission statement:

As a public community college dedicated to the success of each student . . .

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.



Specialized or Programmatic Accreditation

In addition to the current ACCJC collegewide accreditation, specified programs at Santa Barbara City College are authorized by the California Community Colleges Chancellor's Office (CCCCO) and accredited by the following external organizations:

Associate Degree in Nursing California Board of Registered Nursing
Automotive Technology National Automotive Technicians Education Foundation
Cancer Information Management National Cancer Registrars Association
Health Information Technology Commission on Accreditation for Health Informatics and Information Management
Medical Coding American Health Information Management Association
Marine Diving Technology Association of Diving Contractors International International Diving Schools Association
Vocational Nursing Board of Vocational Nursing and Psychiatric Technicians

Summary of Service Area

SBCC is located in southern Santa Barbara County, and its service district spans the coastal plain from Carpinteria on the south to Gaviota to the north. Regarded for its natural beauty and biodiversity, the region is bound by the Pacific Ocean and the sharply rising Santa Ynez Mountains. The dramatic landscape is home to a racially and socioeconomically diverse population, one in which different communities present their own unique educational, career advancement, and personal enrichment needs.

Demographic Data

The College's service area is the South County, or South Coast, region of Santa Barbara County. The College's service area comprises ten Census-designated ZIP code tabulation areas from Carpinteria to Gaviota. It includes the cities of Carpinteria, Santa Barbara, Goleta, and other unincorporated communities. An estimated 211,413 persons reside in the area; 47.6 percent of Santa Barbara County's estimated population overall. More college students live in the 93117 and 93101 ZIP codes, which are also the most populous communities in the service area.

Table 1. Service Area and County Population

ZIP Code Tabulation Area and Place Name	Population
Santa Barbara County	443,738
Service Area Total	211,413
93013: Carpinteria City, Summerland CDP, Toro Canyon CDP	16,644
93067: Summerland CDP	454
93101: Santa Barbara City	31,624
93103: Santa Barbara City, Mission Canyon CDP, Montecito CDP	20,353
93105: Santa Barbara City, Mission Canyon CDP	27,515
93108: Santa Barbara City, Montecito CDP, Summerland CDP, Toro Canyon CDP	10,896
93109: Santa Barbara City	11,573
93110: Santa Barbara City	16,660
93111: Goleta City	17,263
93117: Goleta City, Santa Barbara City, Isla Vista CDP	58,431

Note. CDP is an abbreviation for Census Designated Place.

Source: U.S. Census Bureau. *ACS Demographic and Housing Estimates, 2014-2018 American Community Survey 5-Year Estimates*. Retrieved from <https://data.census.gov/cedsci/table?q=demographics&tid=ACSDP5Y2018.DP05&tp=false&hidePreview=true>.

The College's credit students are younger than the service area population, a characteristic common to postsecondary institutions. When comparing proportions, the College enrolls slightly more female-identifying individuals than reside in the service area. SBCC is a Hispanic-Serving Institution, and nearly 34 percent of the student population 15 years old or older is Hispanic. This is 3.7 percentage points higher than the proportion of Hispanic residents in the community. The

College enrolls a slightly higher proportion of Black/African American students and a slightly lower proportion of Asians than are present in the service area. White students make up a smaller proportion of the student body than in the district service area.

Table 2. Service Area and Credit Student Demographic Comparison, Population Age 15+

Demographic Category	Credit Student Population Fall 2019	Service Area Population 2019	% of Credit Student Population Fall 2019	% of Service Area Population 2019
Total	16,080	185,127	100%	100%
Age Group				
15-19	5,953	20,523	37.0%	11.1%
20-24	5,389	30,496	33.5%	16.5%
25-39	3,210	39,698	20.0%	21.4%
40-64	1,356	55,956	8.4%	30.2%
65+	172	38,454	1.1%	20.8%
Gender				
Female	8,603	93,610	53.5%	50.6%
Male	7,166	91,518	44.6%	49.4%
Not Reported	311	Not Reported	1.9%	Not Reported
Hispanic Origin				
Hispanic	5,457	55,963	33.9%	30.2%
Non-Hispanic	9,732	129,164	60.5%	69.8%
Unknown	891	Not Reported	5.5%	Not Reported
Race (Non-Hispanic Origin)				
American Indian/ Alaskan Native	50	720	0.5%	0.6%
Asian	986	13,472	9.3%	10.4%
Black/African American	367	3,065	3.5%	2.4%
Native Hawaiian/ Pacific Islander	32	130	0.3%	0.1%
Two or More Races	747	3,906	7.0%	3.0%
White	7,513	107,871	70.7%	83.5%
Other Non-White	37	Not Reported	0.3%	Not Reported
Unknown	891	Not Reported	8.4%	Not Reported

Note. Population estimates are based on a specialized process by Economic Modeling, LLC, and sources include the US Census Bureau's 2019 American Community Survey. Filipino students are included in the Asian student population for SBCC Fall 2019 enrollment.

Sources: Service Area Population data from Economic Modeling, LLC (Quarter 4, 2020), retrieved October 2020. Source for Fall 2019 Credit Student Population: SBCC Student Information System, retrieved October 2020.

The service area population is expected to grow 7 percent by 2050, and the County’s population by 15 percent. Goleta is forecast to increase by 8.8 percent, Carpinteria and the City of Santa Barbara by 7.3 percent and 7.6 percent respectively, and the unincorporated South Coast areas by 6.4 percent. The northern portion of the county is forecast to have a larger population increase than in the South Coast service area, primarily due to growth in the cities of Santa Maria, Lompoc, Buellton, and Guadalupe. The population baseline and projections are based on *Regional Growth Forecast 2050, Santa Barbara County* by the Santa Barbara County Association of Governments (SBCAG). SBCAG utilizes a different methodology and timeframe for estimating population size than the American Community Survey 5-Year Estimates, which is used for the population demographic data presented in this section unless otherwise specified.

Figure 1. Service Area and County Population Projection

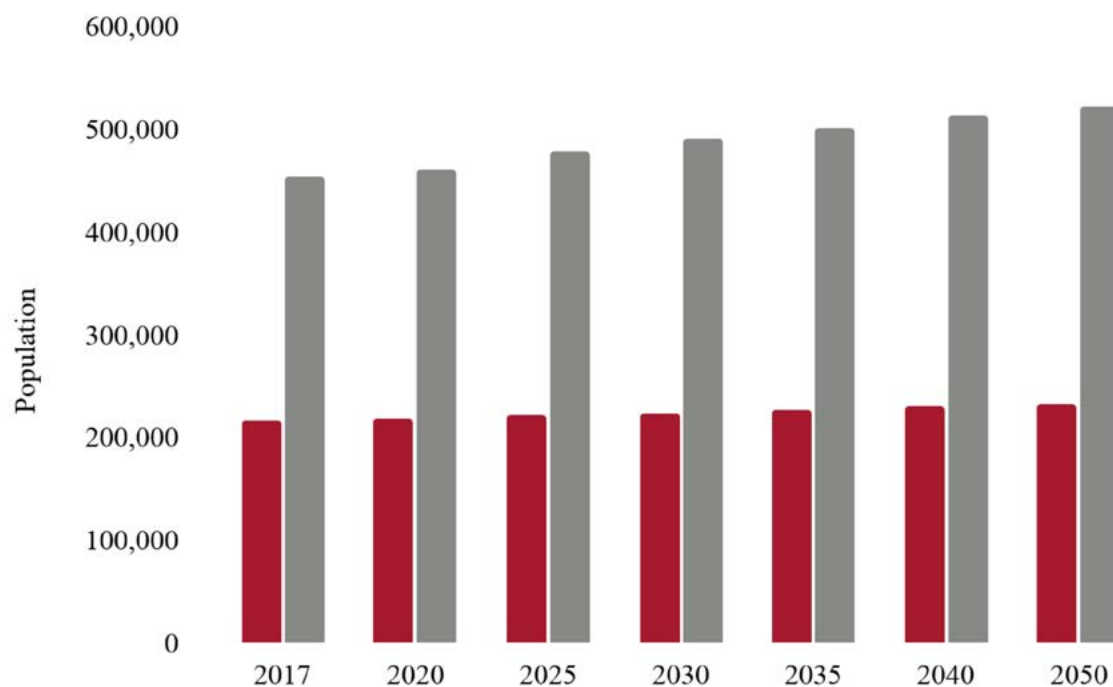


Table 3. Service Area and County Population Projection

Jurisdiction	2017	2020	2025	2030	2035	2040	2050
Service Area	215,900	217,000	220,600	223,200	226,400	229,500	231,700
Santa Barbara County	453,500	460,900	478,600	489,900	501,500	513,300	521,700

Note. Totals are independently rounded.

Source: Santa Barbara County Association of Governments (2019). *Regional Growth Forecast 2050, Santa Barbara County*, pp. 37-38. Retrieved from: http://www.sbcag.org/uploads/2/4/5/4/24540302/regional_growth_forecast_2050.pdf

The Hispanic and Asian populations are forecast to increase the most countywide by 2060. Native Hawaiians/Pacific Islanders, as well as multiracial and White individuals, are expected to decline.

By 2060, Hispanic individuals are forecast to comprise 57.6 percent of the county's population, White individuals 28.5 percent, Asian individuals 11 percent, and Black/African American individuals 1.6 percent. Other races/ethnicities will range between 0.1 percent and 0.8 percent.

Table 4. County Population Projection by Race/Ethnicity

Race/Ethnicity	2010	2020	2030	2040	2050	2060	% Change 2010 to 2060
American Ind./ Alaska Native	1,873	2,057	2,197	2,325	2,425	2,565	36.9%
Asian	19,825	28,243	36,233	43,673	51,697	60,989	207.6%
Black/African American	7,355	8,440	8,737	8,927	8,868	8,733	18.7%
Hispanic	182,453	216,553	242,678	273,133	300,287	320,456	75.6%
Multiracial	8,074	5,032	4,187	3,977	4,129	4,451	-44.9%
Native Hawaiian/ Pacific Isl.	669	654	532	464	402	356	-46.8%
White	203,888	195,394	191,721	180,973	166,902	158,470	-22.3%

Source: State of California Department of Finance (2020) P-2: County Population Projections (2010-2060): County Population by Race/Ethnicity (1-year increments). Retrieved from: http://www.dof.ca.gov/forecasting/demographics/projections/documents/p2_Race_Ethnicity_1yr_Nosup.xlsx

Santa Barbara County residents between the ages of 40 to 64 comprise the largest age group and are expected to remain so through 2060. Individuals 65 and older are expected to increase the most as the county's population ages. According to SBCAG's (2017) *Santa Barbara County Age Characteristics*, the South Coast service area has the majority of retirees, whereas North County is home to the majority of preschool and school age children. This age disparity across the region is expected to have several effects. Because there are more jobs in the South Coast, commuting from north to south is forecast to increase as the North County population reaches working age. As retirees age in place, housing will continue to be a challenge for younger South Coast residents. There may also be relatively fewer workers to support dependent seniors over the forecast period. Isla Vista and Vandenberg Air Force Base have the lowest median ages in the county due to their college and military populations. They also demonstrate greater geographic mobility than other communities.

Table 5. County Population Projection by Age Group

Age Group	2010	2020	2030	2040	2050	2060	% Change 2010 to 2060
14 and Under	80,485	83,556	85,322	87,880	89,016	90,813	12.8%
15-19	37,706	37,034	38,638	39,768	40,032	40,486	7.4%
20-24	43,433	48,378	53,149	51,388	54,785	54,844	26.3%
25-39	82,520	95,775	108,811	116,100	117,519	122,365	48.3%
40-64	125,395	120,101	110,992	125,984	143,814	152,158	21.3%
65+	54,598	71,529	89,373	92,352	89,544	95,354	74.6%

Source: State of California Department of Finance. (2020) P-2: County Population Projections (2010-2060): County Population by Age (1-year increments). Retrieved from: http://www.dof.ca.gov/forecasting/demographics/projections/documents/p2_Age_1yr_Nosup.xlsx.

Socio-Economic Data

The population of those age 25 and older in the College's service area has higher levels of educational attainment than in the county and in California. Nearly 89 percent are a high school graduate or higher, compared to 81 percent of county residents and 82.9 percent across the state. The postsecondary degree attainment difference is notable, with 49.2 percent of service area residents possessing a bachelor's degree or higher compared to 33.8 percent in the county and 33.3 percent in California. While educational attainment is higher when compared to the county and state, more than one-third of service area residents are a high school graduate or its equivalent with no further education, or have pursued some college but have not earned a degree. Mirroring its diverse socioeconomic characteristics, service area communities offer differing opportunities for student recruitment based on their potential academic needs.

Table 6. Educational Attainment, Persons 25 and Older

Educational Attainment	Service Area Estimate	Service Area %	Santa Barbara County Estimate	Santa Barbara County %	California Estimate	California %
Total Population 25 years+	131,649	100%	273,815	100%	26,218,885	100%
Less than 9th grade	8,259	6.3%	33,512	12.2%	2,471,189	9.4%
9th-12th grade, no diploma	6,698	5.1%	18,530	6.8%	2,004,376	7.6%
High School/Equivalent	18,624	14.1%	49,059	17.9%	5,391,120	20.6%
Some college, no degree	24,739	18.8%	58,863	21.5%	5,582,150	21.3%
Associate's degree	8,587	6.5%	21,217	7.7%	2,051,313	7.8%
Bachelor's degree	36,638	27.8%	54,801	20.0%	5,445,781	20.8%
Graduate/professional	28,104	21.3%	37,833	13.8%	3,272,956	12.5%
Degree and Higher						
High school or higher	116,692	88.6%	221,773	81.0%	21,743,320	82.9%
Bachelor's degree or higher	64,742	49.2%	92,634	33.8%	8,718,737	33.3%

Source: U.S. Census Bureau. *Educational Attainment, 2014-2018 American Community Survey 5-Year Estimates*. Retrieved from: <https://data.census.gov/cedsci/table?q=educational%20attainment&tid=ACSST5Y2018.S1501&tp=false&hidePreview=true>.

The average household income in Santa Barbara County is slightly lower than in California. The median income is slightly higher. Average and median household income varies widely within the service area. The 93101, 93067, and 93117 ZIP code tabulation areas have lower average and median household incomes than the state and county. The 93108 area, which includes Montecito, Summerland, parts of the City of Santa Barbara, and Toro Canyon is considerably higher than the state, county, and other communities in the service area.

Table 7. Average and Median Household Income Comparison

Location	Average Income	Median Income
California	\$101,493	\$71,228
Santa Barbara County	\$101,100	\$71,657
93013: Carpinteria, Summerland CDP, Toro Canyon CDP	\$123,631	\$77,711
93067: Summerland CDP	\$86,041	\$57,788
93101: Santa Barbara City	\$79,380	\$56,697
93103: Santa Barbara City, Mission Canyon CDP, Montecito CDP	\$121,079	\$90,986
93105: Santa Barbara City, Mission Canyon CDP	\$124,300	\$91,966
93108: Santa Barbara City, Montecito CDP, Summerland CDP, Toro Canyon CDP	\$247,597	\$139,130
93109: Santa Barbara City	\$142,960	\$96,799
93110: Santa Barbara City	\$122,985	\$81,429
93111: Goleta City	\$135,196	\$106,750
93117: Goleta City, Gaviota, Isla Vista CDP, Santa Barbara City	\$87,833	\$62,547

Note. CDP is an abbreviation for Census Designated Place.

Source: U.S. Census Bureau. *Income in the Past 12 Months (in 2018 Inflation-Adjusted Dollars), 2014-2018 American Community Survey 5-Year Estimates*. Retrieved from <https://data.census.gov/cedsci/table?q=AVERAGE%20income&tid=ACST5Y2018.S1901&hidePreview=true>.

The proportion of families below the federal poverty level in the College's service area is lower than in the county and the state. The proportion is higher for individuals. As stated in BW Research's (2019) *Economic and Workforce Gap Analysis for Adult Education Students*, it is likely that the higher individual poverty rate is partially attributed to the large number of college students in the region, though further analysis is needed.

While the federal poverty level is a commonly used indicator, it does not consider the cost of living in different areas across the nation. The federal poverty level underestimates those experiencing economic hardship due to the service area's high cost of living. The Public Policy Institute of California (PPIC) and Stanford Center on Poverty and Inequality's California Poverty Measure (CPM) factor in cost of living and resources such as those from social safety net programs. The poverty threshold for a family of four that rents in the area is \$34,559. According to the CPM, the Santa Barbara County South Coast region has a poverty rate of 20.1 percent, which is the 86th highest of 265 local areas across the state. Santa Barbara County's CPM poverty rate is 21.1 percent, and is the second highest in the state behind only Los Angeles County (PPIC, 2020).

Table 8. Percent of Families and Individuals Below the Federal Poverty Level

Type	Service Area	Santa Barbara County	California
Families	6.3%	9.0%	10.4%
Individuals	15.1%	14.8%	14.3%

Source: U.S. Census Bureau. *Poverty Status in the Past 12 Months of Families, 2014-2018 American Community Survey 5-Year Estimates*. Retrieved from: <https://data.census.gov/cedsci/table?q=ACSST1Y2019.S1702&tid=ACSST5Y2018.S1702&hidePreview=true> and U.S. Census Bureau. *Poverty Status in the Past 12 Months, 2014-2018 American Community Survey 5-Year Estimates*. Retrieved from: <https://data.census.gov/cedsci/table?q=ACSST1Y2019.S1701&tid=ACSST1Y2019.S1701&hidePreview=false>.

As of July 2020, the county's civilian labor force included 213,214 individuals, 192,305 of whom were employed. This is a year-over-year decline of 8.8 percent since July 2019. Civilian unemployment increased substantially since 2019, greatly attributed to the economic impacts of the coronavirus pandemic and response. The leisure and hospitality sector was especially impacted (Holland, 2020). The county's unemployment rate is historically lower than the state's (BW Research, 2018, p. 10), and this trend continued into 2020.

Table 9. Labor Force and Unemployment Rate

Employment Metric	July 2019	July 2020 Preliminary	Month % Change	Year % Change
County Civilian Labor Force	218,317	213,214	0.7%	-2.3%
County Civilian Employment	210,870	192,305	2.0%	-8.8%
County Civilian Unemployment	7,562	20,058	-12.8%	165.2%
County Civilian Unemployment Rate	3.5%	9.5%		
CA Unemployment Rate	3.9%	12.1%		
U.S. Unemployment Rate	3.6%	9.4%		

Note. The data are sourced from the EDD and seasonally adjusted by the Economic Forecast Project. Santa Barbara County is defined here as the Santa Barbara Santa Maria MSA.

Source: UCSB Economic Forecast Project. (21 August 2020) *Exploring the Economic Trends of Santa Barbara County, Santa Barbara Employment Overview*. Retrieved from: <https://efp.ucsb.edu/Pages/EmploymentSBC.html>.

As of July 2020, 42 percent of the county's employed civilian labor force was in the College's service area. The City of Santa Barbara has the largest number of employed individuals. The change in those employed from 2019 to 2020 in the service area is slightly higher than for the county overall, with a 8.3 percent average decline versus the county's 8.8 percent decrease. Unemployment is highest in Isla Vista, which also experienced the largest percentage increase from the previous year. Per SBCAG's *Santa Barbara County Age Characteristics*, Isla Vista residents

have the lowest median age in the county, at 20.7 years old. Isla Vista is close to the University of California, Santa Barbara (UCSB) campus, and is an appealing place to live for students from both UCSB and SBCC. Younger county residents typically work in the food and accommodation sectors, which is likely a contributing factor to the higher unemployment rate in this community. The average unemployment rate for the full service area is 9.2 percent. It is lower for the incorporated cities, with 7.8 percent unemployment on average.

Table 10. Service Area Employment and Unemployment, July 2020

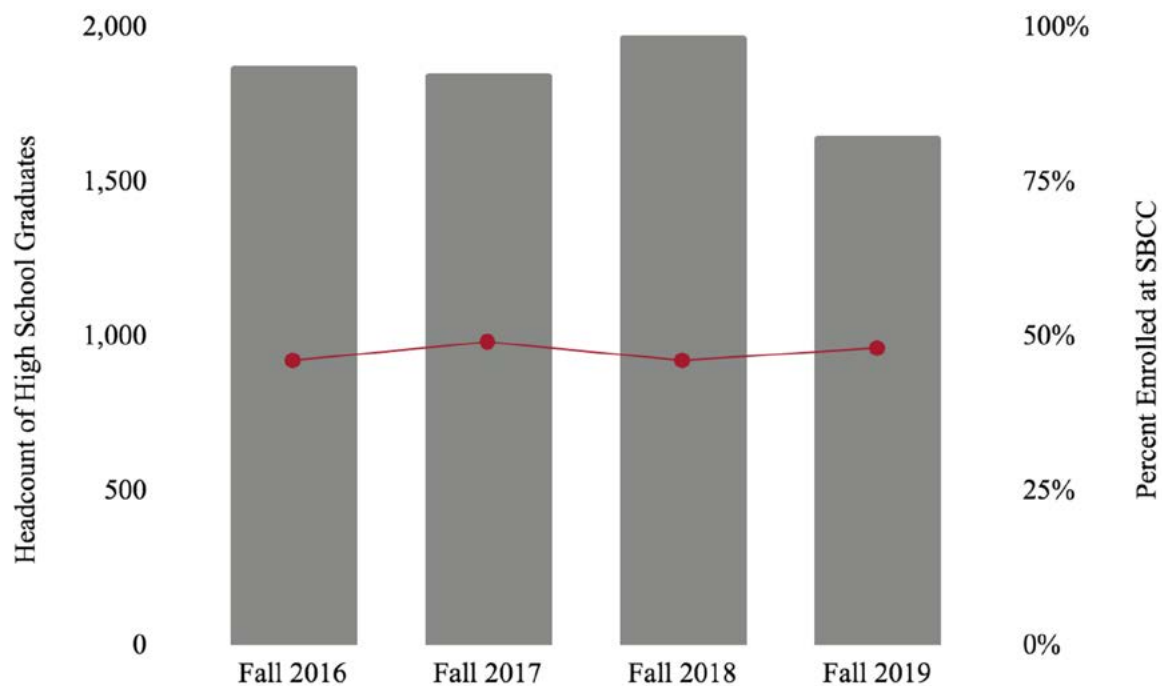
Location	Employment Current Level	Employment % Change Month	Employment % Change Year	Unemp. Current Level	Unemp. % Change Month	Unemp. % Change Year
Carpinteria	6,451	2.3%	-8.5%	8.1%	-0.7%	5.2%
Santa Barbara	45,450	2.0%	-8.6%	8.1%	-1.1%	5.9%
Goleta	15,362	1.8%	-8.9%	7.2%	-1.2%	5.1%
Isla Vista	10,549	2.3%	-8.6%	20.4%	-1.2%	12.4%
Montecito	2,779	3.1%	-6.7%	13.9%	-1.0%	8.7%
Summerland	N/A	N/A	N/A	10.2%	-0.5%	6.7%
Toro Canyon	N/A	N/A	N/A	3.3%	-0.6%	2.1%
Mission Canyon	N/A	N/A	N/A	2.6%	-0.5%	1.7%

Note. The data are sourced from the EDD and seasonally adjusted by the Economic Forecast Project.

Source: UCSB Economic Forecast Project. (21 August 2020), *Exploring the Economic Trends of Santa Barbara County, Santa Barbara Sub-County Places*. Retrieved from <https://efp.ucsb.edu/Pages/EmploymentSBC.html>.

Carpinteria Unified School District (CUSD) and Santa Barbara Unified School District (SBUSD) are the two local districts with high schools. There are 12 high schools in total: four are traditional public high schools, four are continuation or alternative schools, and four are private. Between 46 percent and 49 percent of local high school spring graduates enroll at the College in the following fall semester. In fall 2019, 50 percent of CUSD, 49 percent of SBUSD, and 8 percent of private school students graduating in spring 2019 enrolled at the College. La Cuesta and Rincon Continuation high schools had the highest percentage of students who transitioned to the College at 76 percent and 75 percent respectively - though both had fewer than 20 graduates. Within traditional schools, Carpinteria High School had the highest proportion of graduates who transitioned to the College at 65 percent. Santa Barbara High School students had the second highest rate at 55 percent.

Figure 2. Local High School Transitions to SBCC



Source: SBCC Institutional Assessment, Research and Planning (2019). *Local High School Transitions to SBCC*. Retrieved from: <https://www.sbcc.edu/institutionalresearch/files/data-center/Local%20High%20School%20Transitions%20to%20SBCC%202016-2019.pdf>.

Labor Market Data

Santa Barbara County is rich in agriculture and is a major tourism center. It is also home to a University of California campus and Vandenberg Air Force Base. As a result, the county's share of jobs in farm, leisure and hospitality, and government is substantially higher than the California share (SBCAG, 2019). The county's share of professional and business services jobs is below average in comparison with the state.

Table 11. Proportion of Jobs by Sector Comparison, 2017

Sector	County Jobs (thousands)	% of County Jobs	% of CA Jobs	Difference
Farm	21.5	9.7%	2.3%	7.4%
Government	38.9	17.5%	13.6%	3.9%
Leisure and Hospitality	27.7	12.5%	10.4%	2.1%
Mining	0.9	0.4%	0.1%	0.3%
Other Services	6.0	2.7%	3.0%	-0.3%
Self Employed	18.0	8.1%	8.4%	-0.3%
Retail Trade	18.9	8.5%	9.0%	-0.5%
Construction	8.4	3.8%	4.3%	-0.5%
Information	5.0	2.2%	2.8%	-0.6%
Manufacturing	13.1	5.9%	7.0%	-1.1%
Financial Activities	6.6	3.0%	4.4%	-1.4%
Wholesale Trade	5.1	2.3%	3.8%	-1.5%
Educational and Health Services	27.5	12.4%	14.0%	-1.6%
Transportation, Warehousing, and Util.	3.3	1.5%	3.3%	-1.8%
Professional and Business Services	21.4	9.6%	13.6%	-4.0%

Source: Santa Barbara County Association of Governments. (2019). *Regional Growth Forecast 2050*, Santa Barbara County, p. 20. http://www.sbcag.org/uploads/2/4/5/4/24540302/regional_growth_forecast_2050.pdf

Construction jobs are projected to increase countywide as communities - including the South Coast service area, which is historically constrained by slow-growth policies and natural barriers to building - focus on redevelopment and as long-term infrastructure spending increases. Professional and business services and educational and health services are projected to grow above average and are a large share of overall jobs. As is common across the state and nation, government jobs account for the largest share of total jobs, though they are projected to grow at a slower pace than population due to declining birth rates and resulting nonsignificant growth in school enrollment projections (SBCAG, 2019, p. 20). The manufacturing sector is projected to experience negative growth through 2050.

Table 12. Santa Barbara County Jobs Change by Sector, 2017 to 2050

Economic Sector	2017 Jobs (thousands)	2050 Jobs (thousands)	% Change
Construction	8.4	13.9	65.7%
Professional and Business Services	21.4	33.0	54.0%
Educational and Health Services	27.5	42.2	53.5%
Natural Resources and Mining	0.9	1.3	44.5%
Information	5.0	7.0	39.2%
Self Employed	18.0	22.9	27.1%
Transp., Warehousing, and Util.	3.3	4.2	26.3%
Wholesale Trade	5.1	6.3	22.8%
Leisure and Hospitality	27.7	34.0	22.7%
Other Services	6.0	7.2	19.9%
Government	38.9	46.6	19.9%
Financial Activities	6.6	7.5	13.3%
Retail Trade	18.9	19.8	4.9%
Farm	21.5	22.3	3.7%
Manufacturing	13.1	12.6	-3.7%
Total	222.3	280.8	26.3%

Source: Santa Barbara County Association of Governments (2019). *Regional Growth Forecast 2050*, Santa Barbara County, pp. 20-22. http://www.sbcag.org/uploads/2/4/5/4/24540302/regional_growth_forecast_2050.pdf

The South Coast service area hosts the majority of jobs in the county at 60 percent. The City of Santa Barbara has the largest share of all cities in the county, at 32.5 percent of all jobs, and also has the highest numerical growth forecast from 2017 to 2050. While the South Coast is an attractive place to live and work, the City of Santa Barbara has a nonresidential growth management program which limits growth. Coupled with a high cost of living and an aging South Coast population, the rise in people commuting from other parts of the county and beyond is expected to continue (SBCAG, 2017, p. 51).

Table 13. Jobs Forecast by Sub-County Region, 2017 to 2050

Jurisdiction	% of County Jobs	2017 Jobs	2050 Jobs	Difference
South Coast (Service Area)	59.9%	133,100	168,070	34,970
Carpinteria	3.2%	7,130	9,000	1,870
Santa Barbara	32.5%	72,270	91,250	18,980
Goleta	11.1%	24,600	31,070	6,470

Table 13 Continued. Jobs Forecast by Sub-County Region, 2017 to 2050

Jurisdiction	% of County Jobs	2017 Jobs	2050 Jobs	Difference
Isla Vista/UCSB	5.0%	11,060	13,970	2,910
Montecito	1.9%	4,290	5,410	1,120
Summerland	0.3%	780	980	200
Toro Canyon	0.4%	790	1,000	210
Mission Canyon	0.1%	320	400	80
Goleta Valley/Other	5.3%	11,870	14,980	3,110
North County	40.1%	89,200	112,630	23,430
County Total	100.0%	222,300	280,700	58,400

Note. Totals are independently rounded.

Source: Santa Barbara County Association of Governments (2019). *Regional Growth Forecast 2050*, Santa Barbara County, p. 30. http://www.sbcag.org/uploads/2/4/5/4/24540302/regional_growth_forecast_2050.pdf

The College's service area presents diverse occupational opportunities. The occupations with the projected largest number of jobs that require at least an associate degree are electrical and electronic engineering technologists and technicians, preschool teachers, paralegals and legal assistants, and web developers and interface designers. The largest occupations for those with at least a postsecondary nondegree award are medical assistants, nursing assistants, heavy and tractor-trailer truck drivers, licensed practical and vocational nurses, and hairdressers, hair stylists, and cosmetologists. The largest occupational opportunities for individuals with some college but no degree are for teaching assistants, computer user support specialists, and bookkeeping, accounting and auditing. The College offers programs in many of the service area's largest occupations. For example, SBCC offers certificates and degrees in early childhood education, computer science, computer information technologies, computer network engineering, radiography, nutrition and dietetics, medical coding, nursing, cosmetology, automotive service and technology, health information technology, accounting and bookkeeping, and theater arts, among others.

The fastest growing occupations, defined as those with the greatest numerical change from 2020 to 2025, are similar to the top largest with some exceptions. Respiratory therapists, diagnostic medical sonographers, and physical therapist assistants are among the fastest growing but not top ten largest for those with an associate degree. Massage therapists and heating, air conditioning, and refrigeration mechanics and installers are added for those with postsecondary nondegree awards. Fastest growing occupations for those with some college and no degree are the same as the top ten largest. In addition to the aligned programs noted above, the College also offers a certificate in diagnostic medical sonography, which speaks to this growing occupation in the service area.

The highest-ranked occupations across the county and the tri-county (San Luis Obispo, Santa Barbara, and Ventura counties) region are also similar to those within the service area with two exceptions. Firefighters are among the highest-ranked in both the county and the tri-county region, whereas they are not included in the service area. Psychiatric technicians are additionally included in the tri-county area's highest-ranked occupations.

Table 14. Top 10 Largest Service Area Occupations by Entry Level Education

Entry Level Education/Occupation	2020 Jobs	2025 Jobs	% Change	Median Hourly Earnings
Associate's Degree				
Electrical and Electronic Engineering Tech.	338	337	0%	\$30.65
Preschool Teachers, Except Special Education	306	312	2%	\$17.50
Paralegals and Legal Assistants	249	271	9%	\$26.37
Web Developers and Digital Interface Designers	199	218	10%	\$37.17
Dental Hygienists	137	146	7%	\$59.08
Computer Network Support Specialists	121	137	13%	\$34.63
Life, Physical, and Social Science Technicians	128	134	5%	\$27.04
Radiologic Technologists and Technicians	117	131	12%	\$42.66
Dietetic Technicians	111	118	6%	\$13.99
Veterinary Technologists and Technicians	89	100	12%	\$19.33
Postsecondary Non-Degree Award				
Medical Assistants	721	813	13%	\$17.24
Nursing Assistants	718	794	11%	\$17.64
Hairdressers, Hair Stylists, and Cosmetologists	562	578	3%	\$15.72
Heavy and Tractor-Trailer Truck Drivers	436	472	8%	\$22.94
Licensed Practical and Vocational Nurses	401	441	10%	\$28.52
Dental Assistants	340	360	6%	\$19.91
Automotive Service Technicians and Mechanics	343	334	-3%	\$18.23
Medical Dosimetrists, Medical Records Spec.	218	241	11%	\$22.93
Phlebotomists	185	220	19%	\$22.65
Manicurists and Pedicurists	193	195	1%	\$13.87
Some College, No Degree				
Bookkeeping, Accounting, and Auditing Clerks	1,648	1,645	0%	\$23.87
Teaching Assistants, Except Postsecondary	931	966	4%	\$17.22
Computer User Support Specialists	614	691	13%	\$27.02
Order Clerks	151	138	-9%	\$19.97
Actors	84	85	1%	\$42.03
Computer, Teller, and Office Machine Repairers	62	63	2%	\$17.76

Source: Economic Modeling, LLC (Quarter 4, 2020). Occupation Table by 5-Digit SOC Code, SBCC District. Retrieved October 2020.

Student Enrollment Data and Trends

The College's overall unduplicated headcount ranged from a low of 29,033 in 2016-17 to a high of 31,096 in 2018-19. While the overall headcount did not widely fluctuate, the composition based on course level noticeably shifted. The unduplicated credit student headcount decreased by 17.6 percent from 2015-16, while noncredit increased by 151.4 percent.

Figure 3. Unduplicated Headcount by Course Level

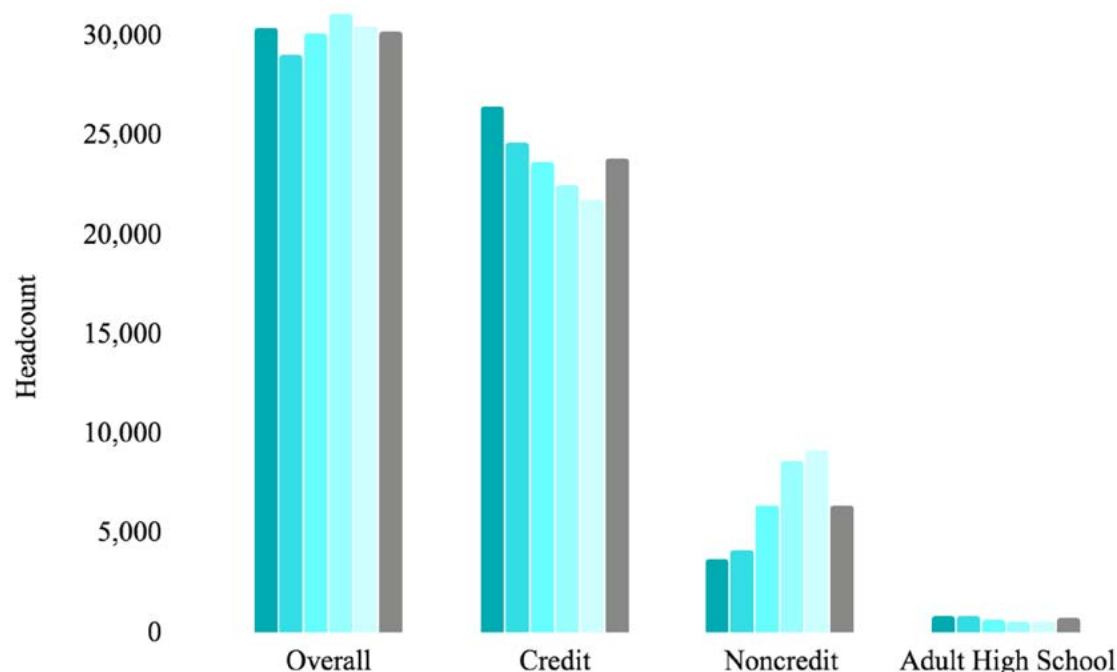


Table 15. Unduplicated Headcount by Course Level

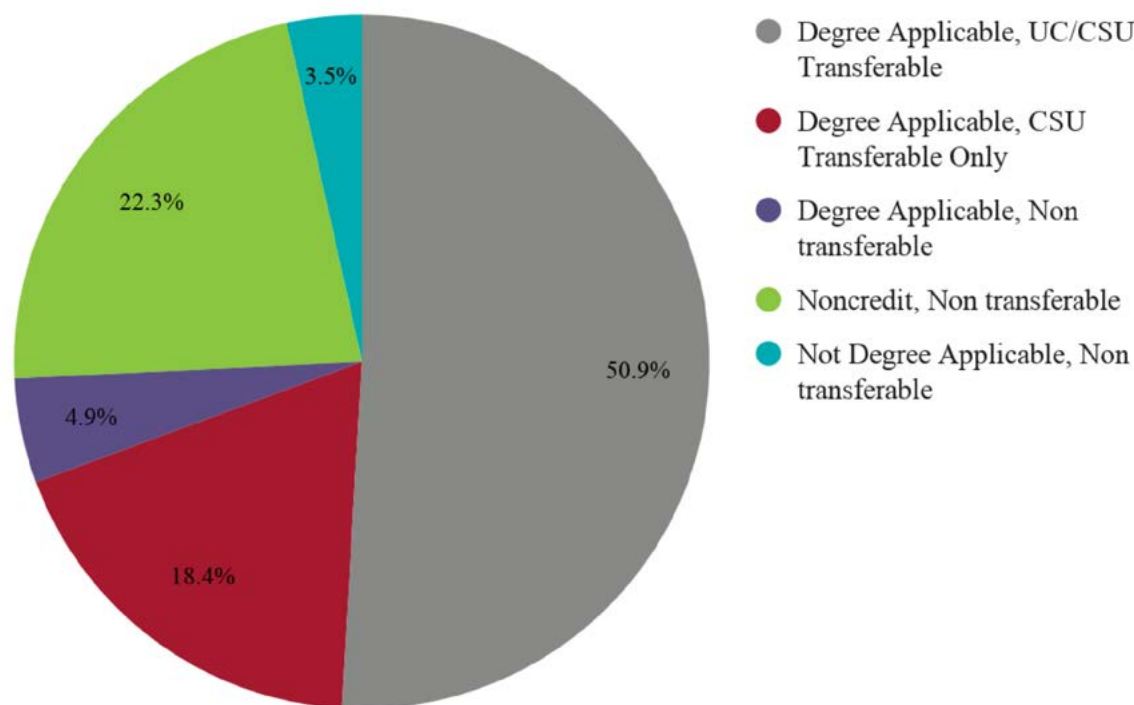
Academic Year	Overall	Credit	Noncredit	Adult High School
2015-16	30,388	26,448	3,658	825
2016-17	29,033	24,664	4,094	845
2017-18	30,142	23,662	6,398	639
2018-19	31,096	22,469	8,631	580
2019-20	30,500	21,781	9,198	495
5-Year Average	30,232	23,805	6,396	677

Note. The sum of credit, noncredit, and adult high school students do not equal the overall unduplicated count because some students enroll in a combination of course levels during the academic year.

Source: SBCC Student Information System. Retrieved September 2020.

The following chart displays the proportion of sections offered by type over the five-year period from summer 2015 to spring 2020. Half of the sections were degree applicable and University of California/California State University transferable; 18.4 percent were degree applicable and CSU transferable only. Noncredit sections comprised 22.3 percent of the sections, degree applicable and nontransferable were 4.9 percent, and nondegree applicable and nontransferable sections were 3.5 percent of sections.

Figure 4. Sections Offered



Source: SBCC Student Information System. Retrieved October 2020.

Enrollment Trends and Student Composition in Credit Courses

The following describes trends in credit student enrollment and composition. All data are presented for fall 2015 through fall 2019 with five-year averages unless otherwise specified. It includes all credit students enrolled at census, including dual-enrollment high school students. The Office of Institutional Assessment, Research, and Planning utilizes live data from the student information system; all headcounts are current as of the date the data were extracted.

Part-time students represent the majority of the credit student population, 62 percent on average. In response, the College has identified strategies to support part-time students, such as those associated with Student-Ready: Degree Completion for the Flexible Learner, a project funded through Title V Developing Hispanic-Serving Institutions. The average unit load over the past five fall semesters is approximately 9.7 units. This unit load excludes dual enrollment students.

Figure 5. Percent of Credit Students by Full-Time/Part-Time Load

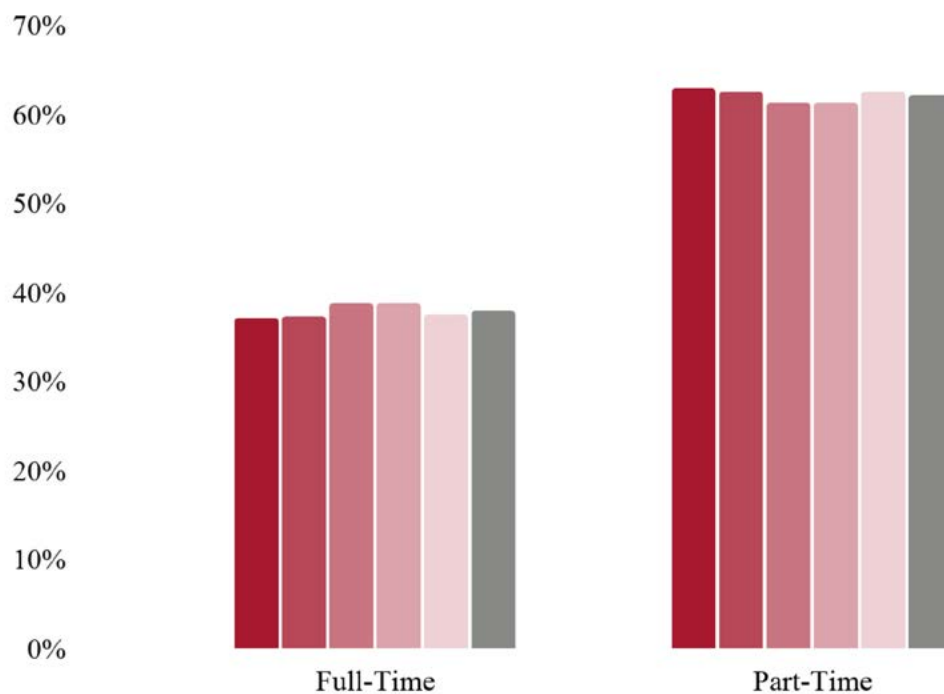


Table 16. Percent and Headcount of Credit Students by Full-Time/Part-Time Load

Fall Semester	Full-Time %	Full-Time Headcount	Part-Time %	Part-Time Headcount
2015	37.0%	7,065	63.0%	12,042
2016	37.4%	6,581	62.6%	11,027
2017	38.7%	6,615	61.3%	10,489
2018	38.8%	6,414	61.2%	10,116
2019	37.5%	6,155	62.5%	10,275
5-Year Average	37.9%	6,566	62.1%	10,790

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

In fall semesters, nearly half of the credit student population is continuing, almost 18 percent are first-time students, and approximately 12 percent are returning or dually enrolled high school students (K-12), respectively. First-time transfer students represent 9.4 percent of the fall credit student population on average. Headcount trends show that continuing students, first-time students, and first-time transfer students represent the sharpest percentage decline over the five-year period.

Figure 6. Percent of Credit Students by Student Type

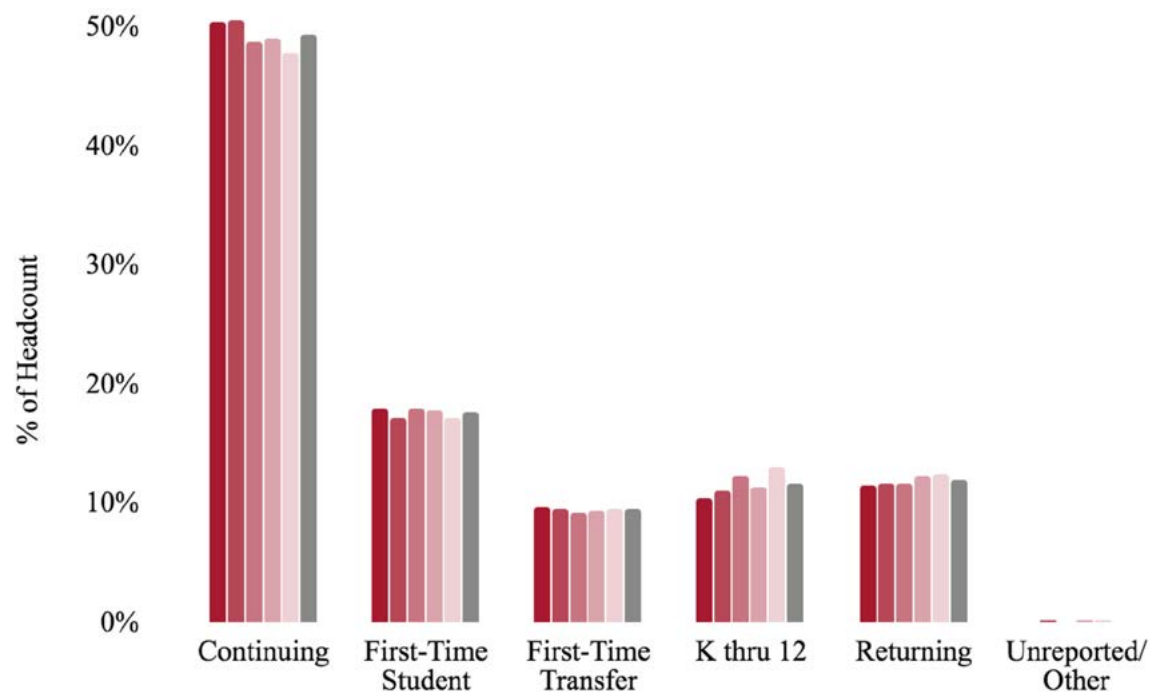


Table 17. Percent of Credit Students by Student Type

Fall Semester	Continuing	First-Time Student	First-Time Transfer	K thru 12	Returning	Unreported/ Other
2015	50.4%	18.0%	9.6%	10.4%	11.5%	0.04%
2016	50.6%	17.1%	9.5%	11.0%	11.7%	0.1%
2017	48.8%	18.0%	9.2%	12.2%	11.7%	0.04%
2018	49.1%	17.8%	9.4%	11.4%	12.3%	0.1%
2019	47.8%	17.1%	9.5%	13.1%	12.4%	0.1%
5-Year Average	49.3%	17.6%	9.4%	11.6%	11.9%	0.1%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Almost 57 percent of credit students on average indicate a transfer goal, which may also include an associate degree. For those who do not intend to transfer, 13.6 percent express a goal to achieve a degree or certificate; 13.1 percent for basic skills or a high school diploma; and 8.1 percent to maintain a certificate, license, prepare for a new career, or develop job skills.

Figure 7. Percent of Credit Students by Educational Goal

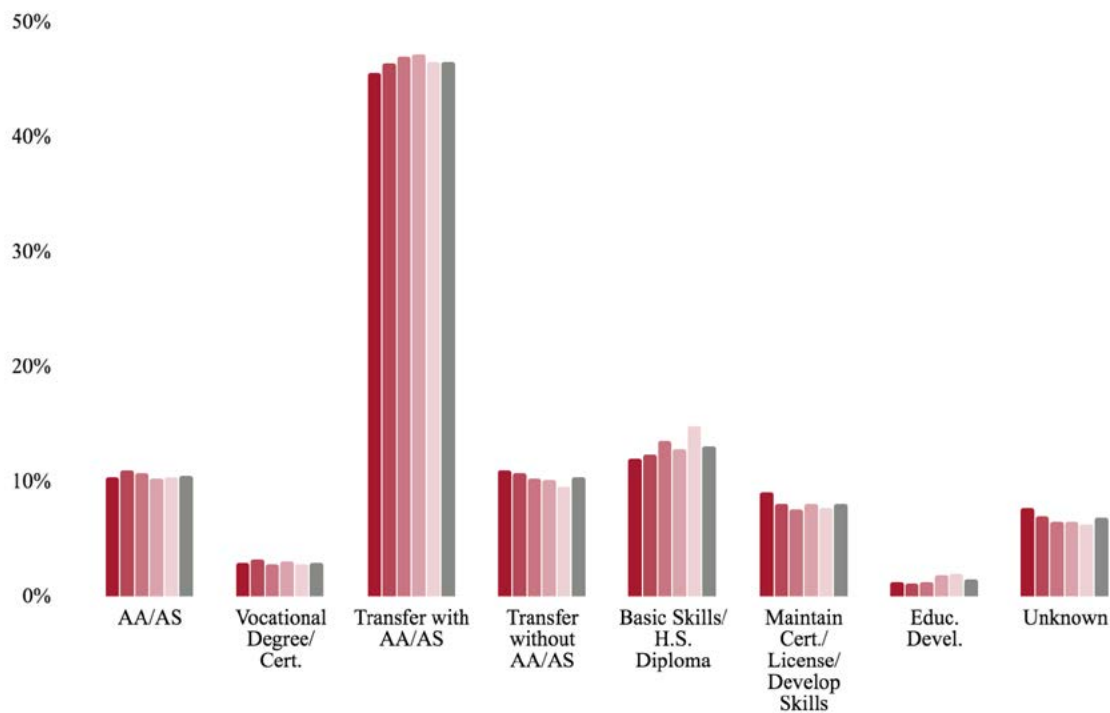


Table 18. Percent of Credit Students by Educational Goal

Fall Semester	AA/AS	Vocational Degree/Cert.	Transfer with AA/AS	Transfer without AA/AS	Basic Skills/H.S. Diploma	Maintain Cert./License/Develop Skills	Educ. Devel.	Un-known
2015	10.3%	3.0%	45.6%	11.0%	12.0%	9.1%	1.3%	7.7%
2016	11.0%	3.3%	46.4%	10.7%	12.4%	8.0%	1.2%	7.0%
2017	10.8%	2.8%	47.0%	10.3%	13.6%	7.6%	1.3%	6.6%
2018	10.3%	3.0%	47.2%	10.2%	12.8%	8.0%	1.8%	6.6%
2019	10.4%	2.8%	46.5%	9.5%	14.8%	7.7%	2.0%	6.3%
5-Year Average	10.6%	3.0%	46.5%	10.4%	13.1%	8.1%	1.5%	6.8%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Over the past five years, the gender composition of the College's credit programs remained stable, with slightly more female-identifying students than male-identifying each semester.

Figure 8. Percent of Credit Students by Gender

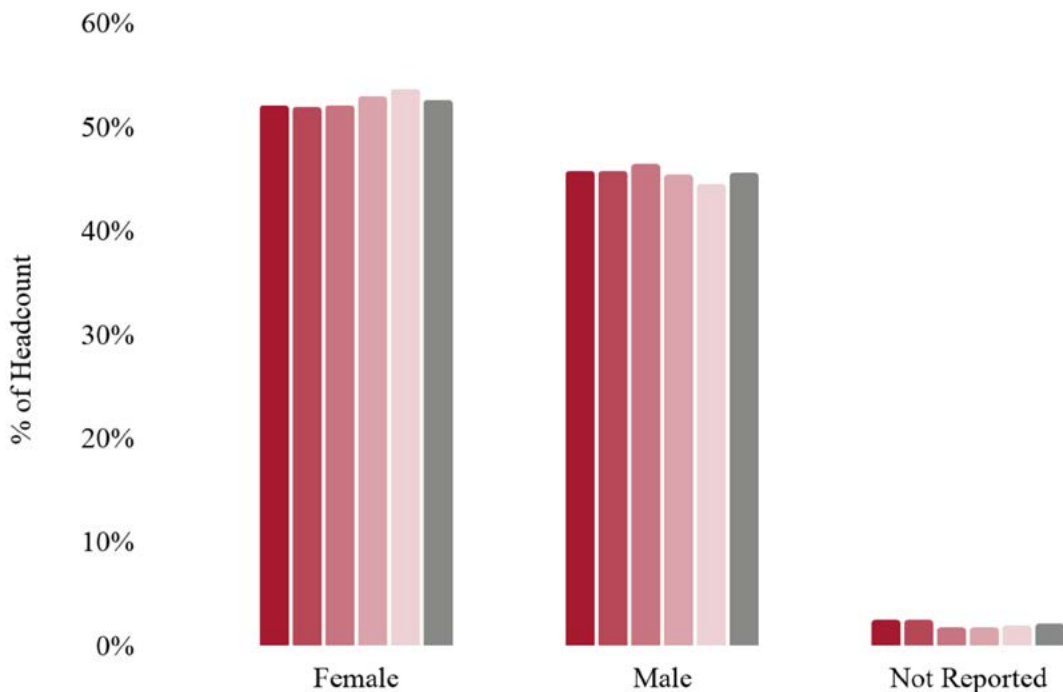


Table 19. Percent and Headcount of Credit Students by Gender

Fall Semester	Female %	Female Head-count	Male %	Male Head-count	Not Reported %	Not Reported Headcount
2015	52.0%	9,934	45.6%	8,719	2.4%	454
2016	51.9%	9,145	45.6%	8,037	2.4%	426
2017	52.0%	8,888	46.3%	7,916	1.8%	300
2018	52.9%	8,747	45.3%	7,489	1.8%	294
2019	53.5%	8,792	44.5%	7,318	1.9%	320
5-Year Average	52%	9,101	45.5%	7,896	2.1%	359

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

The College's credit student population is predominantly White and Hispanic. Since fall 2015 there has been a small but steady decline in Asian and Black/African American students. Some of CCC Apply's expanded ethnicity response options were not properly converted to the corresponding code, which resulted in an increase in applicants coded with an unknown race/ethnicity (Cabral, 2020). This affected the College's fall 2019 student race/ethnicity distribution.

Table 20. Percent of Credit Students by Race/Ethnicity

Fall Semester	Amer. Indian/Alaskan Native	Asian	Black/African Amer.	Filipino	Hispanic	Other Non-White	Pacific Isl.	Two or More Races	Unk.	White
2015	0.5%	7.3%	3.7%	1.4%	36.2%	0.2%	0.2%	4.9%	1.4%	44.2%
2016	0.4%	6.9%	3.7%	1.4%	37.5%	0.3%	0.2%	4.8%	1.5%	43.3%
2017	0.5%	6.8%	3.3%	1.4%	38.6%	0.5%	0.2%	4.4%	3.0%	41.2%
2018	0.4%	6.4%	2.8%	1.2%	39.3%	0.4%	0.2%	4.8%	2.9%	41.6%
2019	0.3%	5.0%	2.2%	1.0%	34.1%	0.2%	0.2%	4.7%	5.6%	46.6%
5-Year Average	0.4%	6.5%	3.1%	1.3%	37.1%	0.3%	0.2%	4.7%	2.9%	43.4%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

The majority of credit students are age 24 or younger. Between fall 2016 and fall 2017, the proportion of those age 19 or younger increased to exceed those between 20 and 24 years old. Students age 19 or younger have maintained their trend as the proportionally largest student population in fall semesters since this shift.

Figure 9. Percent of Credit Students by Age Group

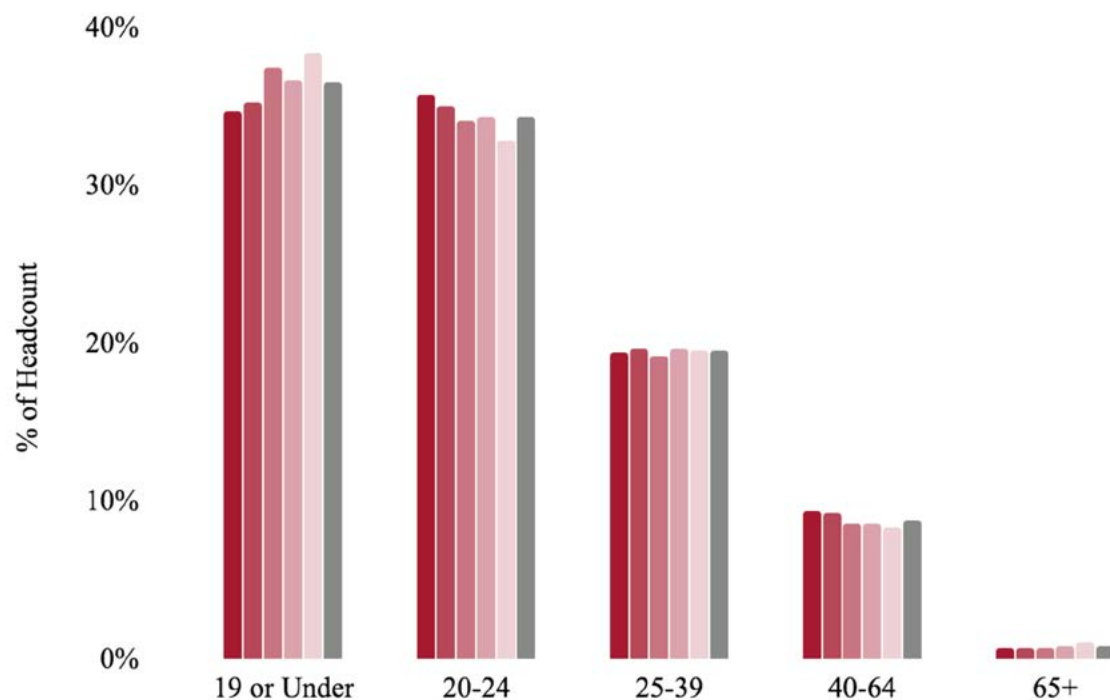


Table 21. Percent and Headcount of Credit Students by Age Group

Fall Semester	19 or Under %	19 or Under Count	20-24 %	20-24 Count	25-39 %	25-39 Count	40-64 %	40-64 Count	65+ %	65+ Count
2015	34.7%	6,637	35.7%	6,812	19.4%	3,713	9.4%	1,802	0.7%	143
2016	35.3%	6,216	35.0%	6,159	19.7%	3,477	9.2%	1,628	0.7%	128
2017	37.5%	6,412	34.1%	5,829	19.2%	3,292	8.5%	1,446	0.7%	125
2018	36.7%	6,068	34.3%	5,662	19.7%	3,257	8.5%	1,407	0.8%	136
2019	38.4%	6,303	32.8%	5,389	19.5%	3,210	8.3%	1,356	1.0%	172
5-Year Average	36.5%	6,327	34.4%	5,970	19.5%	3,390	8.8%	1,528	0.8%	141

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Almost 43 percent of credit students are economically disadvantaged on average, defined as those who receive a California College Promise Grant (CCPG). The proportion of economically disadvantaged students decreased by four percentage points over the past five years.

Figure 10. Percent of Credit Students by Economic Status

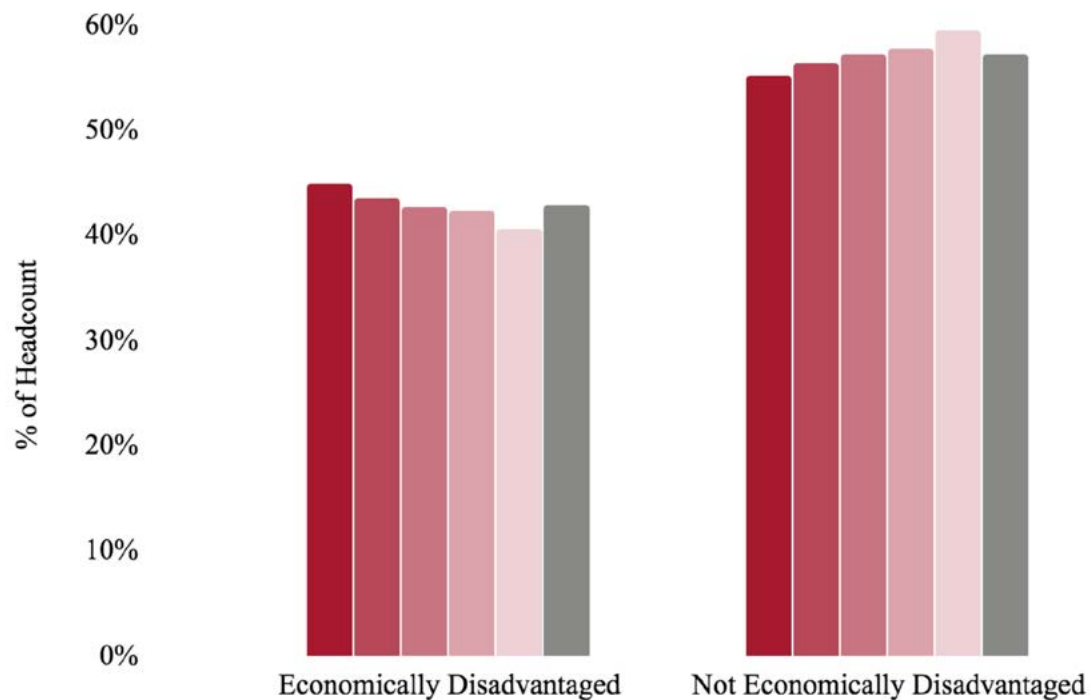


Table 22. Percent and Headcount of Credit Students by Economic Status

Fall Semester	Economically Disadvantaged %	Economically Disadvantaged Headcount	Not Economically Disadvantaged %	Not Economically Disadvantaged Headcount
2015	44.9%	8,575	55.1%	10,532
2016	43.6%	7,681	56.4%	9,927
2017	42.7%	7,311	57.3%	9,793
2018	42.3%	6,993	57.7%	9,537
2019	40.5%	6,647	59.5%	9,783
5-Year Average	42.8%	7,441	57.2%	9,914

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

In-district students represent the largest proportion of the credit student population followed by those from other regions of California and Santa Barbara County at large. The proportion of in-district students grew by seven percentage points from 2015 to 2019, while those from other California regions declined by 2 1/2 percentage points, international students by 2 percentage points, and out-of-state students by 1 percentage point.

Figure 11. Percent of Credit Students by Residency

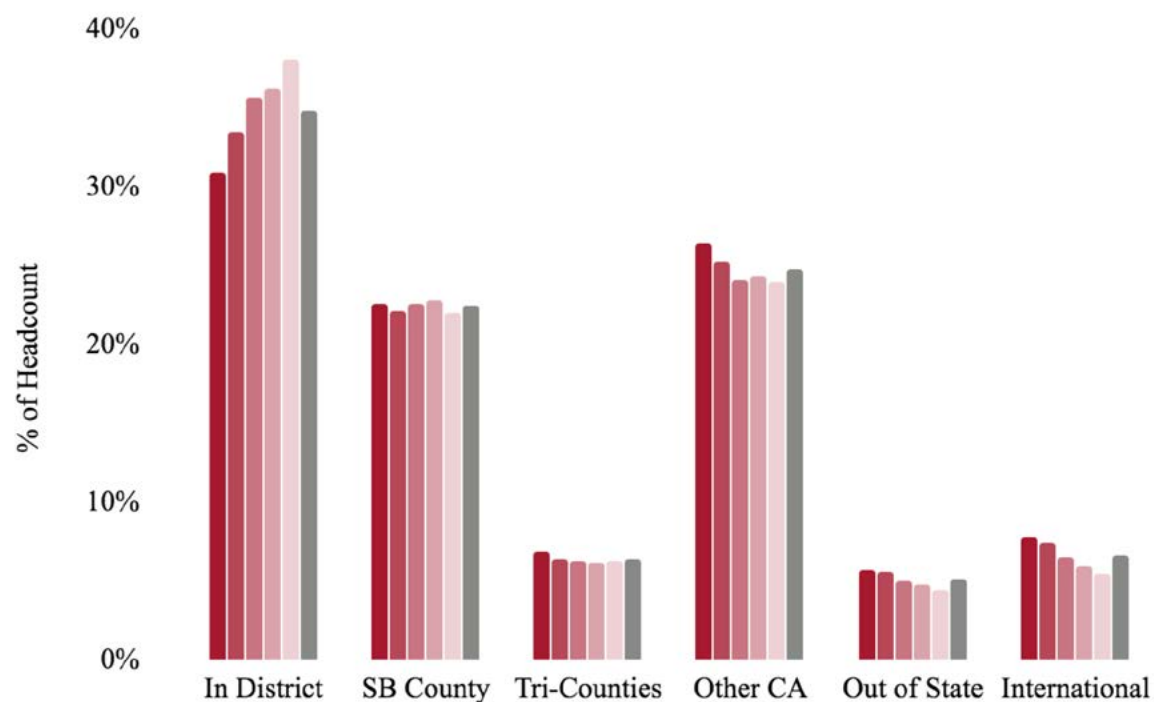


Table 23. Percent of Credit Students by Residency

Fall Semester	In District	SB County	Tri-Counties	Other CA	Out of State	International
2015	30.9%	22.5%	6.8%	26.4%	5.7%	7.7%
2016	33.4%	22.1%	6.4%	25.2%	5.5%	7.4%
2017	35.6%	22.6%	6.2%	24.1%	5.0%	6.5%
2018	36.2%	22.8%	6.1%	24.3%	4.7%	5.9%
2019	38.0%	22.0%	6.2%	23.9%	4.4%	5.4%
5-Year Average	34.8%	22.4%	6.3%	24.8%	5.1%	6.6%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

The College serves a cross-section of the community, providing educational and other services to a diverse student population. SBCC Promise began in fall 2016, and students who benefit from this opportunity for local high school graduates to attend the College full-time, free of charge have grown to include nearly 11 percent of the credit student population.

Table 24. Headcount of Credit Students by Special Populations

Student Population	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	5-Year Average
ASEM	--	--	--	--	--	7
Athletes	235	233	219	293	190	234
CalWORKs	54	44	37	38	39	42
CARE	32	37	30	38	21	32
DSPS	2,458	2,231	981	985	1,463	1,624
EOPS	918	881	914	1,003	1,039	951
First Generation	3,640	4,060	4,367	4,028	4,093	4,038
Foster Youth	33	20	20	17	10	20
MESA	77	80	91	96	101	89
Military	28	19	--	--	N/A	14
SBCC Promise	N/A	783	1,626	1,768	1,726	1,476
Veteran	218	177	185	127	151	172

Note. -- indicates suppressed cells, where the student headcount is less than 10

Source for ASEM (Achievement in Science, Engineering, or Mathematics), First Generation, MESA (Mathematics, Engineering, and Science Achievement), Military: California Community Colleges Chancellor's Office (CCCCO) Data Mart. Special Population/Group Student Count. Retrieved from https://datamart.cccco.edu/Services/Special_Pop_Count.aspx.

Source for Athletes, Foster Youth, SBCC Promise, Veteran: SBCC Student Information System, table szv_student_demographics. Retrieved September 2020.

Source for CalWORKs, CARE, DSPS, EOPS: CCCC Student Services Automated Reporting for Community Colleges (SSARCC). Categorical Term Reports. Retrieved from <https://misweb.cccco.edu/ssarcc/ReportsCategoricalTerm.aspx>.

On average, more than 10,400 students receive financial aid each academic year. The largest number of students receive the California College Promise Grant (CCPG), followed by grants, loans, scholarships, and work study.

Table 25. Financial Aid Recipients by Type of Aid

Academic Year	Total Students	CCPG	Grants	Loans	Scholarships	Work Study
2015-16	11,690	10,963	4,769	1,938	1,137	147
2016-17	10,614	9,915	4,284	1,683	1,674	143
2017-18	10,099	9,473	4,139	1,526	1,731	206
2018-19	9,368	8,890	3,715	1,129	756	129
4-Year Average	10,443	9,810	4,227	1,569	1,325	156

Table 26. Financial Aid Expenditures by Type of Aid

Academic Year	Total Aid	CCPG	Grants	Loans	Scholarship	Work Study
2015-16	\$42,422,153	\$8,683,479	\$18,880,150	\$12,688,912	\$1,821,824	\$347,788
2016-17	\$37,708,927	\$7,859,568	\$16,479,615	\$11,081,860	\$1,981,230	\$306,654
2017-18	\$37,618,149	\$7,609,405	\$16,885,683	\$10,183,783	\$2,494,315	\$444,963
2018-19	\$33,751,704	\$7,305,435	\$17,231,421	\$7,762,783	\$1,154,244	\$297,821
4-Year Average	\$37,875,233	\$7,864,472	\$17,369,217	\$10,429,335	\$1,862,903	\$349,307

Source: California Community Colleges Chancellor's Office Data Mart. Financial Aid Summary Report. Retrieved from https://datamart.cccco.edu/Services/FinAid_Summary.aspx.

Enrollment Trends and Student Composition in Distance Education Courses

The majority of credit students take all of their courses in person, though their overall head-count declined by 23 percent from 2015 to 2019. The number of students who take courses partially online increased by 18 percent during this same period, and students whose courses are online only remained relatively consistent. The following tables and charts focus on those who are online only during the fall semesters.

Figure 12. Headcount of Credit Students by Modality



Table 27. Headcount of Credit Students by Modality

Fall Semester	Not Online	Partially Online	Online Only
2015	13,564	2,980	2,563
2016	12,029	3,002	2,577
2017	11,496	3,250	2,358
2018	10,965	3,230	2,335
2019	10,503	3,521	2,406
5-Year Average	11,711	3,197	2,448

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

A large majority of distance education students attend part time; 92 percent carry a part-time credit load on average. Proportionally more state an educational goal to obtain an associate degree, vocational degree or certificate, maintain a certificate or license, develop job skills, or an unknown goal than all credit students. Proportionally more distance education students have transferred from another college or university or are returning to the College than all credit students. Less distance education students are enrolled for the first-time after high school than all credit students.

Distance education students are predominantly female-identifying. Proportionally more distance-education students are female-identifying than all credit students; 70.5 percent of distance education students are female-identifying, whereas 52.5 percent of all credit students are, on average.

Figure 13. Percent of Distance Education Students by Gender

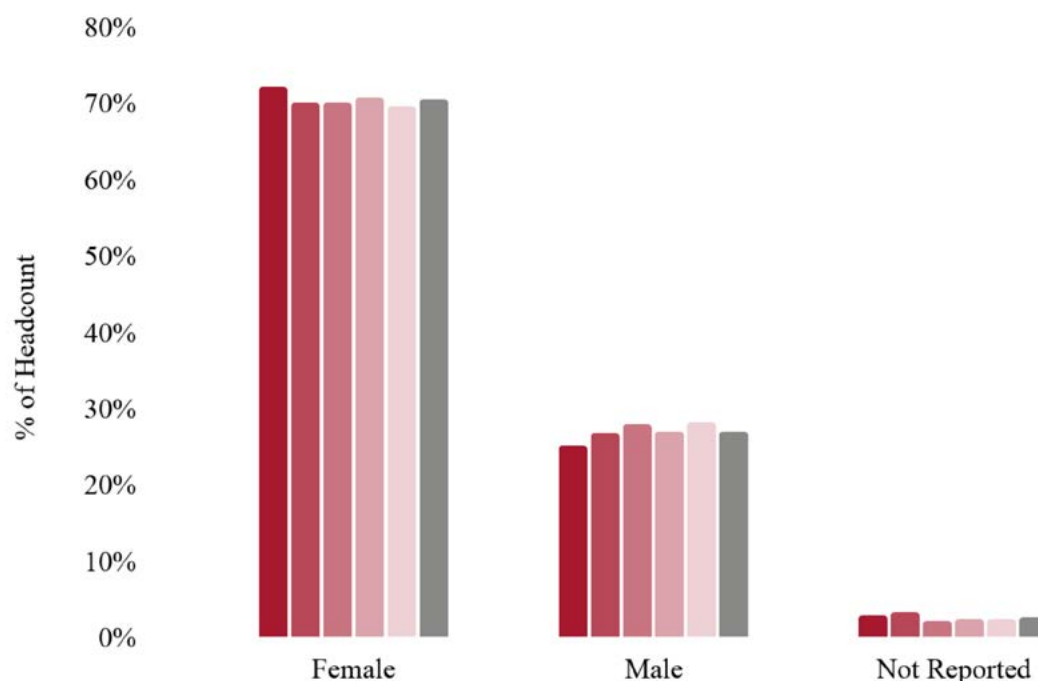


Table 28. Percent and Headcount of Distance Education Students by Gender

	Fall Semester	Female %	Female Head-count	Male %	Male Head-count	Not Reported %	Not Reported Headcount
	2015	72.1%	1,847	25.1%	644	2.8%	72
	2016	70.1%	1,807	26.7%	688	3.2%	82
	2017	70.0%	1,650	27.8%	655	2.2%	53
	2018	70.8%	1,653	26.9%	627	2.4%	55
	2019	69.5%	1,673	28.1%	675	2.4%	58
	5-Year Average	70.5%	1,726	26.9%	658	2.6%	64

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

On average, proportionally more distance education students are Black/African American, Filipino, or an unknown race/ethnicity than credit students overall. Proportionally less are Hispanic. Trends slightly differ for distance education Asian, Hispanic, and White students than for all credit students, though White and Hispanic students remain the two largest race/ethnic groups in both student populations.

Figure 14. Percent of Distance Education Students by Race/Ethnicity

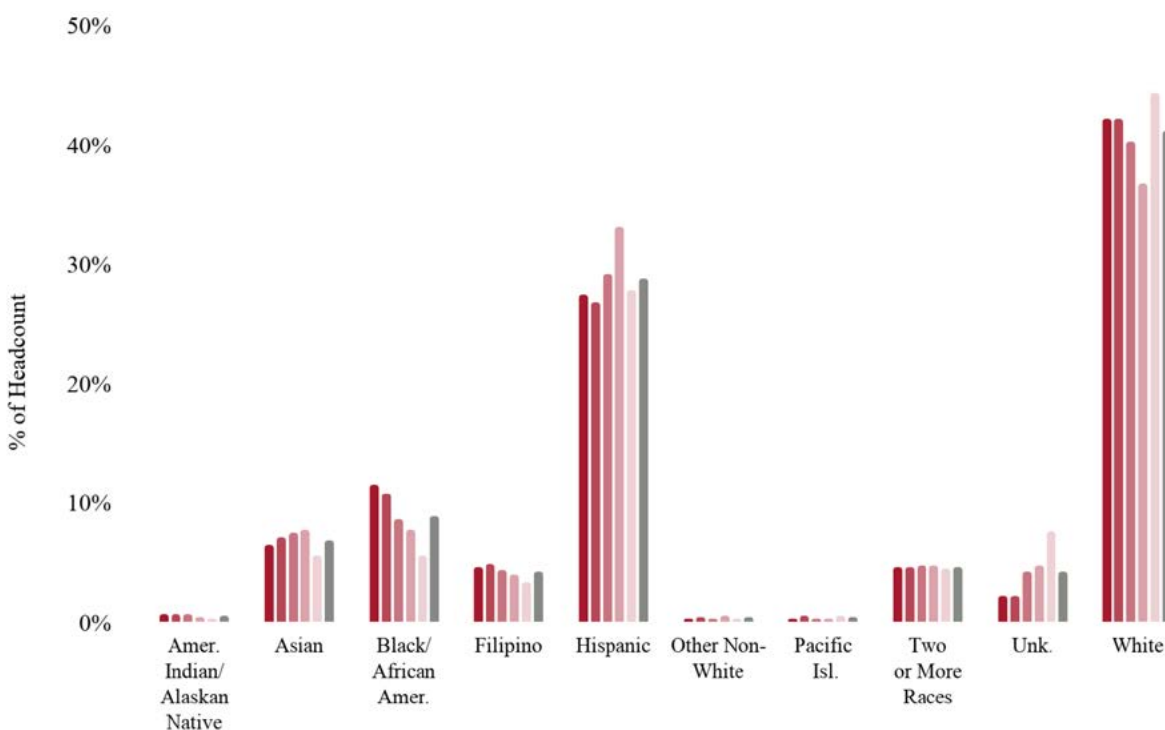


Table 29. Percent of Distance Education Students by Race/Ethnicity

Fall Semester	Amer. Indian/Alaskan Native	Asian	Black/African Amer.	Filipino	Hispanic	Other Non-White	Pacific Isl.	Two or More Races	Unk.	White
2015	0.6%	6.5%	11.5%	4.5%	27.4%	0.2%	0.4%	4.5%	2.2%	42.1%
2016	0.7%	7.1%	10.8%	4.9%	26.8%	0.4%	0.5%	4.5%	2.3%	42.1%
2017	0.6%	7.5%	8.6%	4.3%	29.1%	0.3%	0.3%	4.7%	4.2%	40.3%
2018	0.4%	7.8%	7.8%	4.0%	33.1%	0.5%	0.3%	4.7%	4.7%	36.8%
2019	0.3%	5.6%	5.6%	3.4%	27.8%	0.3%	0.5%	4.5%	7.6%	44.4%
5-Year Average	0.5%	6.9%	8.8%	4.2%	28.8%	0.4%	0.4%	4.6%	4.2%	41.2%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Distance education students tend to be older than credit students overall; most are between the ages of 25 to 39. Those between the ages 40 and 64 are the second largest distance education student population on average, though their proportion of this student body declined by 7 percentage points from 2015 to 2019.

Figure 15. Percent of Distance Education Students by Age Group

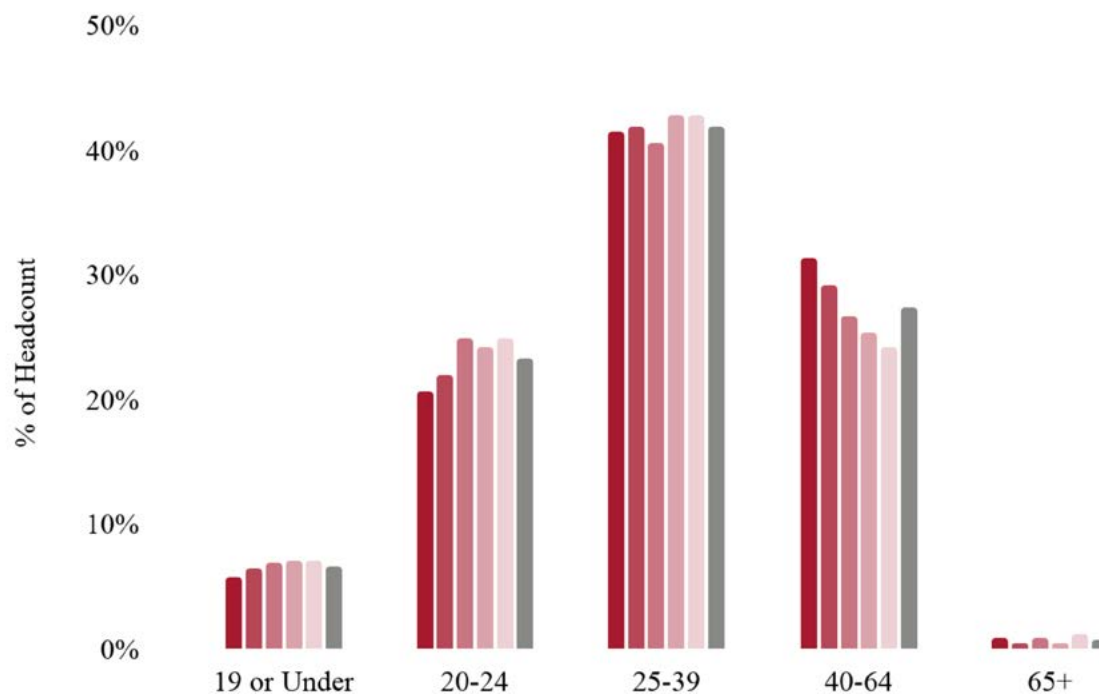


Table 30. Percent and Headcount of Distance Education Students by Age Group

Fall Semester	19 or Under %	19 or Under Count	20-24 %	20-24 Count	25-39 %	25-39 Count	40-64 %	40-64 Count	65+ %	65+ Count
2015	5.7%	147	20.6%	529	41.5%	1,064	31.3%	801	0.9%	22
2016	6.4%	164	22.0%	568	41.9%	1,081	29.1%	750	0.5%	14
2017	6.9%	163	24.9%	587	40.6%	957	26.7%	630	0.9%	21
2018	7.1%	165	24.2%	566	42.8%	999	25.4%	593	0.5%	12
2019	7.1%	172	24.9%	600	42.7%	1,027	24.1%	581	1.1%	26
5-Year Average	6.6%	162	23.3%	570	41.9%	1,026	27.3%	671	0.8%	19

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

On average, slightly more distance education students are economically disadvantaged than credit students overall. As with all credit students, the proportion of those who are economically disadvantaged declined from 2015 to 2019.

Figure 16. Percent of Distance Education Students by Economic Status

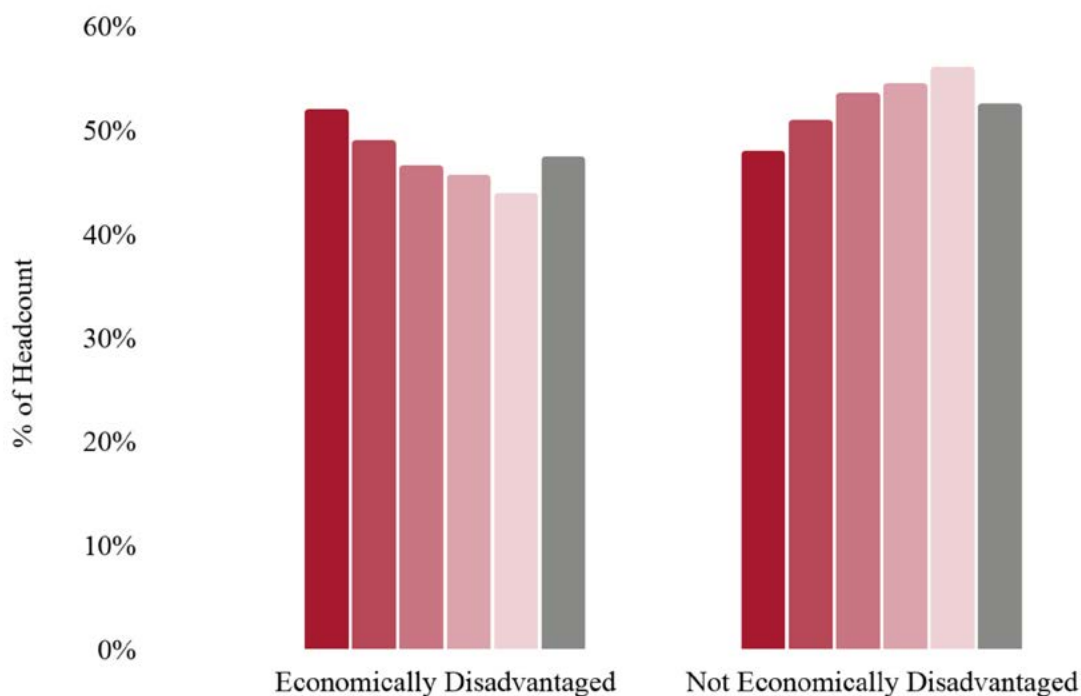


Table 31. Percent and Headcount of Distance Education Students by Economic Status

Fall Semester	Economically Disadvantaged %	Economically Disadvantaged Headcount	Not Economically Disadvantaged %	Not Economically Disadvantaged Headcount
2015	52.0%	1,332	48.0%	1,231
2016	49.0%	1,262	51.0%	1,315
2017	46.5%	1,096	53.5%	1,262
2018	45.6%	1,065	54.4%	1,270
2019	44.0%	1,059	56.0%	1,347
5-Year Average	47.4%	1,163	52.6%	1,285

Note. Economically disadvantaged is defined as those who receive a California College Promise Grant (CCPG).
Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

The majority of distance education students are from other parts of California. Although their number and proportion has declined from 2015 to 2019, distance education students from other parts of California consistently represent more than one-third of the overall credit student population in this residency category. In-district and Santa Barbara County residents who take online courses only have increased by 7 and almost 5 percentage points, respectively.

Figure 17. Percent of Distance Education Students by Residency

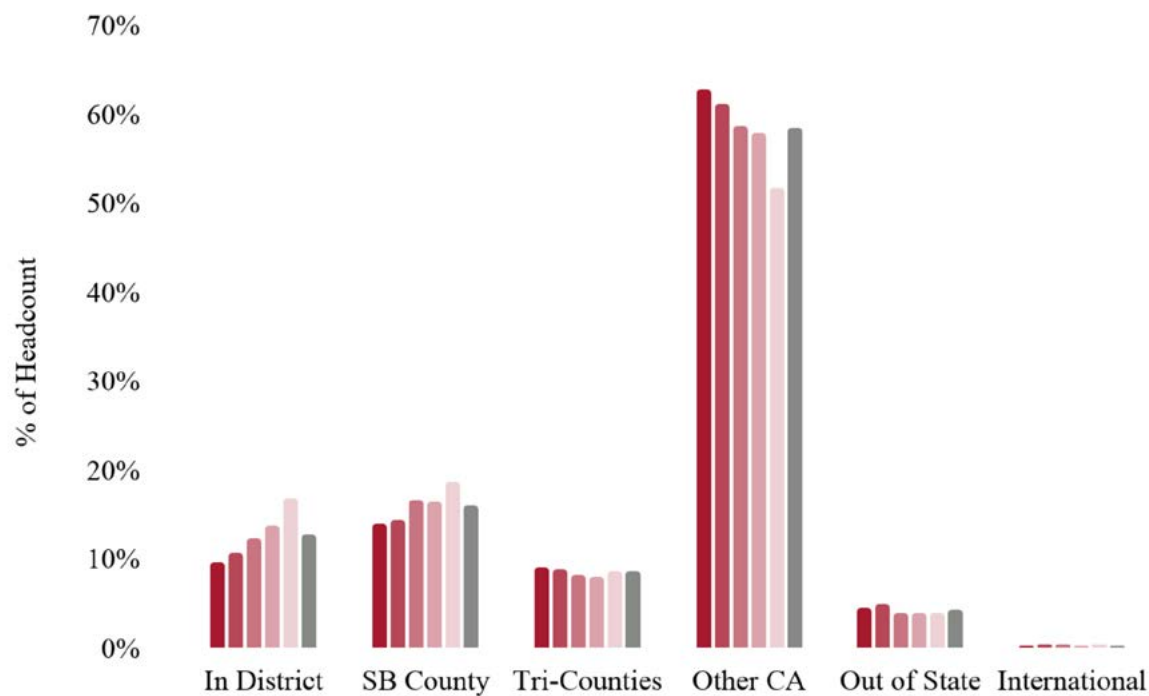


Table 32. Percent of Distance Education Students by Residency

Fall Semester	In District	SB County	Tri-Counties	Other CA	Out of State	International
2015	9.7%	13.9%	8.9%	62.8%	4.5%	0.2%
2016	10.7%	14.3%	8.8%	61.0%	4.9%	0.3%
2017	12.3%	16.7%	8.3%	58.5%	3.8%	0.4%
2018	13.8%	16.3%	7.9%	57.7%	3.9%	0.3%
2019	16.9%	18.6%	8.6%	51.6%	4.0%	0.3%
5-Year Average	12.7%	16.0%	8.5%	58.3%	4.2%	0.3%

Source: SBCC. (2020). Credit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Enrollment Trends and Student Composition in Noncredit Courses

Noncredit programs are offered through the College's School of Extended Learning. The following noncredit student demographic data covers students who enrolled in noncredit courses provided under any of the applicable categories for state apportionment and excludes the College's fee-based courses. Two major developments affected the noncredit student headcount and demographics during the fall 2015 to 2019 time period. In 2015, the SBCC Career Skills Institute launched to address the skills employers need from current and prospective employees. Additionally, the majority of fee-based courses offered through the Center for Lifelong Learning were converted to

noncredit courses, which significantly increased the number of noncredit students and shifted their demographic characteristics.

As with credit students, proportionally more noncredit students are female-identifying than male-identifying. The proportion of female-identifying students increased by 8.7 percentage points from fall 2015 to fall 2019, whereas male-identifying students decreased from a high of 42 percent in fall 2016 to 31.9 percent in fall 2019.

Figure 18. Percent of Noncredit Students by Gender

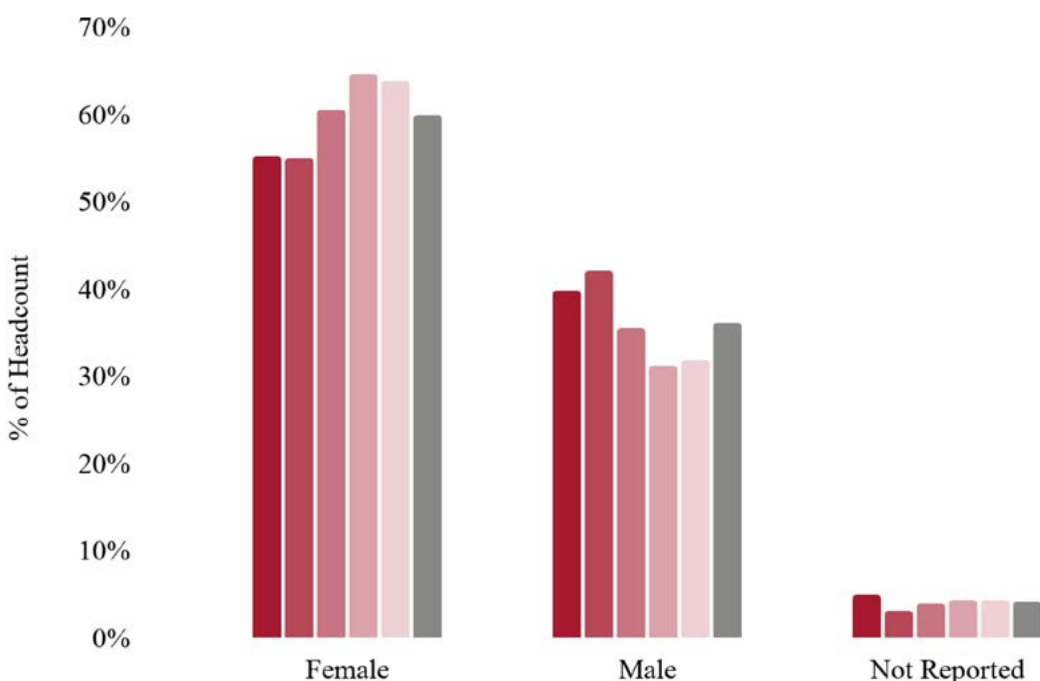


Table 33. Percent and Headcount of Noncredit Students by Gender

Fall Semester	Female %	Female Headcount	Male %	Male Headcount	Not Reported %	Not Reported Headcount
2015	55.1%	1,335	39.9%	965	5.0%	121
2016	55.0%	1,377	42.0%	1,051	3.0%	76
2017	60.5%	2,158	35.5%	1,267	3.9%	139
2018	64.5%	3,618	31.1%	1,743	4.4%	244
2019	63.8%	3,915	31.9%	1,957	4.4%	269
5-Year Average	59.8%	2,481	36.1%	1,397	4.1%	170

Source: SBCC. (2020). Noncredit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

The proportion of White noncredit students dramatically increased from fall 2015 to fall 2019, while the proportion of Hispanic students decreased. The number and proportion of White students increased significantly because the majority of School of Extended Learning fee-based students were White. Converting the majority of fee-based programs to noncredit courses caused this change in noncredit headcount and demographics.

Figure 19. Percent of Noncredit Students by Race/Ethnicity

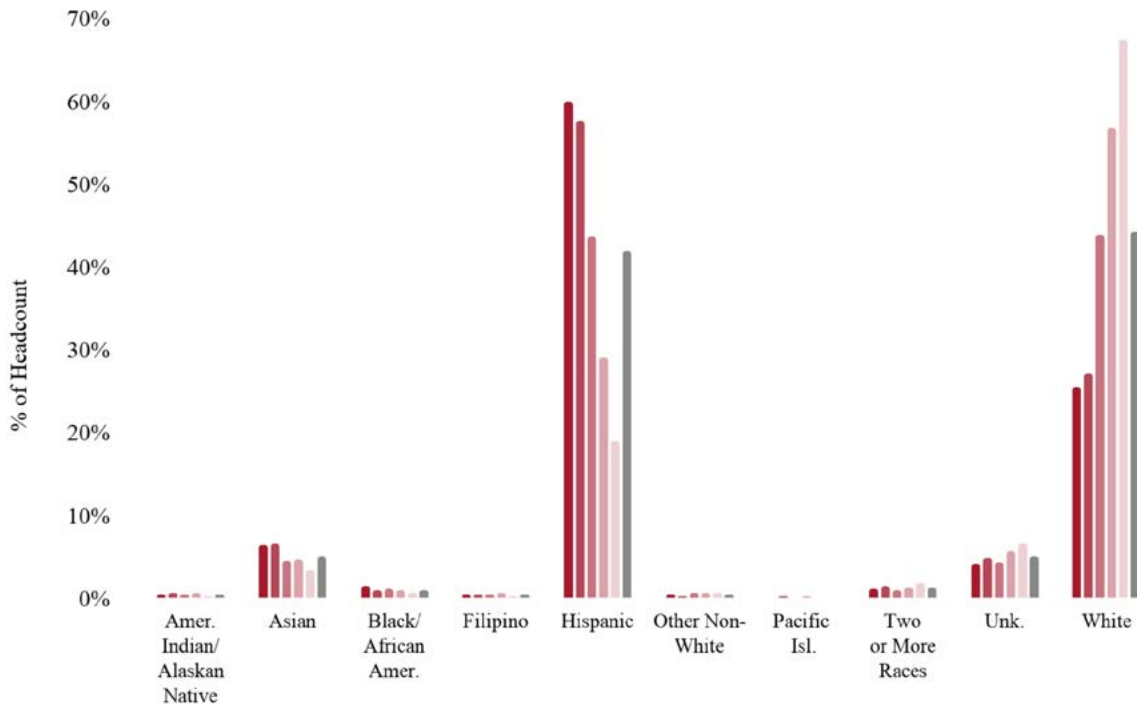


Table 34. Percent of Noncredit Students by Race/Ethnicity

	Fall Semester	Amer. Indian/Alaskan Native	Asian	Black/African Amer.	Filipino	Hispanic	Other Non-White	Pacific Isl.	Two or More Races	Unk.	White
2015		0.3%	6.4%	1.4%	0.5%	60.0%	0.4%	0.1%	1.2%	4.0%	25.5%
2016		0.6%	6.5%	0.9%	0.4%	57.6%	0.3%	0.2%	1.4%	4.9%	27.1%
2017		0.4%	4.5%	1.0%	0.5%	43.7%	0.6%	0.1%	1.0%	4.3%	43.9%
2018		0.6%	4.6%	0.9%	0.5%	29.0%	0.5%	0.2%	1.2%	5.7%	56.8%
2019		0.3%	3.4%	0.5%	0.3%	19.1%	0.6%	0.1%	1.8%	6.6%	67.5%
5-Year Average		0.5%	5.1%	1.0%	0.4%	41.9%	0.5%	0.1%	1.3%	5.1%	44.1%

Source: SBCC. (2020). Noncredit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

Noncredit students tend to be older than credit students. Since fall 2018, those 40 years and older have comprised 70 percent of the noncredit student population. The proportion of individuals over 65 increased markedly from fall 2016 to fall 2017, by 22.3 percentage points.

Figure 20. Percent of Noncredit Students by Age Group

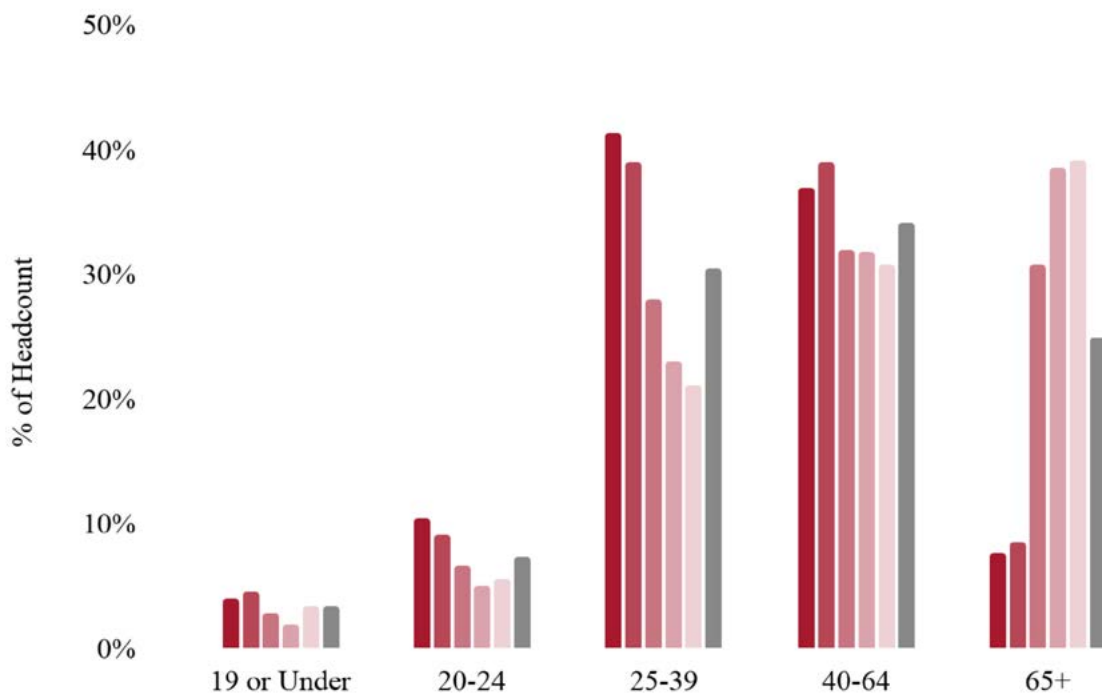


Table 35. Percent and Headcount of Noncredit Students by Age Group

Fall Semester	19 or Under %	19 or Under Count	20-24 %	20-24 Count	25-39 %	25-39 Count	40-64 %	40-64 Count	65+ %	65+ Count
2015	4.0%	96	10.3%	250	41.3%	999	36.9%	893	7.6%	183
2016	4.6%	114	9.0%	226	39.0%	976	38.9%	975	8.5%	213
2017	2.8%	101	6.6%	234	27.9%	995	31.9%	1,137	30.8%	1,097
2018	1.9%	104	5.0%	281	22.9%	1,285	31.7%	1,778	38.5%	2,157
2019	3.3%	204	5.6%	346	21.1%	1,295	30.8%	1,892	39.1%	2,404
5-Year Average	3.3%	124	7.3%	267	30.4%	1,110	34.1%	1,335	24.9%	1,211

Source: SBCC. (2020). Noncredit Student Demographics [Tableau Dashboard]. Retrieved September 2020.

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B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards

The institution-set standard is the five-year trailing average for each student achievement metric. The Santa Barbara City College updates its standards every spring, and those displayed in the table below are current as of spring 2020. Due to their variable nature, standards for prior years are often different than the current standard. Annual performance is compared against the respective standard for the year. The College set stretch goals in spring 2020.

The College did not meet the corresponding annual course completion standard in 2015-16 and fall semester course completion standards in fall 2015 and fall 2019. The number of certificates awarded in 2017-18 also fell below its respective standard. In 2017-18 the SBCCD was impacted by two natural disasters, the Thomas Fire and the related debris flows. Both events significantly disrupted all operations in the District as the community worked to respond and support those in need. The College's drop in certificates in 2019-20 is largely attributed to the COVID-19 pandemic, which had widespread negative effects on the District and its students. In 2018-19, the College began implementing several Guided Pathways initiatives, most notably program mapping and improved degree planning, which are expected to further improve the completion rates in 2020-21.

Table 36. Institution-Set Standards for Courses, Awards, and Transfers

Definition	Current Standard	Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20
Successful Course Completion (Annual)	74.9%	77%	74.3%	75.5%	76.1%	75.3%	76.3%
Successful Course Completion (Fall)	74.1%	N/A	73.4%	74.2%	75.3%	74.2%	73.5%
Number of Degrees Awarded	2,257	3,755	1,858	1,984	2,453	3,129	3,226
Number of Certificates Awarded	1,473	1,768	1,640	1,581	1,258	1,666	1,504
Transfers to 4-Year Institutions	1,622	2,190	1,595	1,717	1,610	1,689	Data Not Available

Source for course completion: CCCCCO Data Mart. Credit Course Retention/Success Rate Summary Report . Retrieved from https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx,

Source for degrees and certificates: CCCCCO Data Mart. Program Awards Summary Report, Chancellor's Office Approved Awards. Retrieved from https://datamart.cccco.edu/Outcomes/Program_Awards.aspx.

Source for transfers: University of California. Admissions by source school [Tableau Dashboard]. Retrieved from <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>; The California State University. CCC Transfers to the CSU. Retrieved from <https://www2.calstate.edu/data-center/institutional-research-analyses/files/College%20Year/California%20Community%20College%20Transfers%20to%20the%20CSU/2008-2020/CCC-Transfers-to-the-CSU-Concentration-and-Ethnicity-2008-2020.xlsx>; CCCCCO Data Mart. Transfer Volume to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions Report. Retrieved from https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx.

SBCC annually tracks and assesses licensure exam pass rates against institution-set standards. The department chair for each program is responsible for providing licensure exam data. The standards have remained consistent over the past five years with the exception of the cosmetology and esthetician practical and written examinations. Their corresponding standards were modified during the 2019-20 reporting period by averaging the most recent data collected from the State Board of Barbering and Cosmetology for the previous year, and are presented in the table below. Academic year 2018-19 performance for these examinations is compared against the updated standard; all previous years are compared against the prior standard.

Exam pass rates exceeded the standards each academic year with limited exceptions: alcohol and drug counseling in 2015-16; Associate Degree in Nursing in 2017-18; Cosmetology Practical in 2017-18, compared against the previous standard which has since decreased; Esthetician written in 2014-15 and 2016-17 similarly compared against the previously higher standard; and Radiography in 2014-15 and 2018-19. Exam pass rates for Alcohol and Drug Counseling are not available for the most recent three years because of an accreditation issue regarding the California Association for Alcohol/Drug Educators. The problem has been resolved by the formation of a new certifying board - the Addiction Counselor Certification Board - which has been allowed to resume certifications as of the end of March 2019. Vocational Nursing is an 18-month program and as such does not produce graduates to take the exam every year.

Table 37. Institution-Set Standards for Licensure Exam Pass Rates

Program	Exam	Standard	2014-15	2015-16	2016-17	2017-18	2018-19
Alcohol and Drug Counseling	state	80%	80.0%	75.0%	N/A	N/A	N/A
Associate Degree Nursing	national	90%	93.0%	95.0%	94.0%	87.0%	98.6%
Certified Nursing Assistant	national	90%	96.0%	95.0%	96.0%	97.0%	96.0%
Cosmetology: Practical	state	75%	93.0%	100.0%	93.0%	80.0%	78.0%
Cosmetology: Written	state	75%	90.0%	95.0%	89.0%	78.0%	80.0%
Esthetician: Practical	state	75%	90.0%	95.0%	100.0%	100.0%	91.0%
Esthetician: Written	state	75%	84.0%	100.0%	87.5%	93.0%	93.0%
Emergency Medical Technician	national	75%	86.0%	86.0%	91.0%	86.0%	83.0%
Health Information Technology	national	90%	94.0%	92.0%	93.0%	95.0%	91.0%
Radiography	national	90%	83.0%	93.0%	96.0%	100.0%	80.0%
Vocational Nursing	national	90%	97.0%	97.0%	N/A	96.4%	100.0%

Source: SBCC Institutional Assessment, Research and Planning. *ACCJC Annual Reports*. Retrieved from <https://www.sbccc.edu/accreditation/>.

SBCC annually evaluates job placement rates produced by the California Community Colleges Chancellor's Office Perkins IV Core Indicators reports. IARP additionally administers biannual surveys to Career and Technical Education (CTE) program graduates and facilitates participation in the statewide CTE Employment Outcomes Survey (CTEOS). Results from both surveys are available in interactive dashboards where outcomes can be further disaggregated by student demographics.

Programs with the highest average job placement rates are Licensed Vocational Nursing, Radiologic Technology, Culinary Arts, and Early Childhood Education. The Licensed Vocational Nursing Program exceeded the standard over the past four years, and Administration of Justice, Film and Television Production, and Radiologic Technology programs exceeded the standard in 2019-20. While reviewing CTE job placement rates, it was discovered that the programs had been using and setting these standards as stretch goals. The Office of Institutional Assessment, Research, and Planning (IARP) office and the Career Education division will work to remedy this in spring 2021 as part of the IB3 improvement plan. This work will be completed before the submission of the 2021 ACCJC annual report.

Table 38. Institution-Set Standards for Job Placement Rate

Program	Standard	2015-16	2016-17	2017-18	2018-19	2019-20
Administration of Justice	75%	59%	64%	63%	69%	76%
Business Administration	75%	61%	73%	67%	71%	63%
Early Childhood Education	90%	66%	77%	78%	75%	72%
Culinary Arts	84%	68%	76%	82%	94%	77%
Marine Diving Technology	80%	39%	60%	57%	75%	45%
Film and TV Production	70%	53%	55%	83%	63%	92%
Health Information Technology	90%	53%	66%	64%	66%	70%
Registered Nursing	92%	82%	95%	95%	98%	95%
Licensed Vocational Nursing	90%	83%	100%	93%	97%	93%
Marketing	73%	63%	59%	36%	47%	68%
Multimedia Technologies	80%	42%	50%	43%	60%	20%
Radiologic Technology	92%	86%	85%	83%	91%	100%

Source for 2015-16 to 2018-19: SBCC Institutional Assessment, Research and Planning. *ACCJC Annual Reports*. Retrieved from <https://www.sbccc.edu/accreditation/>. Source for 2019-20: CCCC MIS Division, CTE Perkins IV. Summary Core Indicators by TOP Code. Retrieved from https://misweb03.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Student Achievement Data

The College regularly evaluates student achievement data through cyclical reports, presentations, a comprehensive collection of interactive dashboards, and ad hoc requests. IARP works collaboratively with the College community to address research questions and meet reporting requirements, disaggregating student data and assessing disproportionate impact as appropriate. IARP utilizes live data from the College's student information system. The following charts and tables reflect the most current achievement data for the date they were retrieved unless otherwise specified.

Successful Course Completion

Overall successful credit course completion exceeded the 75 percent, institution-set standard each academic year, except in 2015-16. The College set a stretch goal of 77 percent in spring 2020.

Table 39. Overall Successful Course Completion Rates

Metric	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
Success Rate	74.3%	75.5%	76.1%	75.3%	76.3%	75.5%

Source: CCCC Data Mart. Credit Course Retention/Success Rate Summary Report . Retrieved from https://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx,

IARP maintains interactive dashboards for course success where the user can view real-time success rates from the institution down to course level, disaggregate by a variety of student characteristics, and assess equity gaps. IARP additionally prepares data for the educational master plan annual reports where course success rates are disaggregated. The following charts and tables for modality and ethnicity are presented in the most recent educational master plan annual report.

Successful course completion rates are highest in classes that are not online, where they exceeded the institution-set standard for each of the past five fall semesters. Partially online courses exceeded the standard in fall 2018 only. The successful course completion rate has improved since fall 2015. Online only classes have the lowest success rates.

Figure 21. Successful Course Completion by Modality



Table 40. Successful Course Completion by Modality

Fall Semester	Not Online	Partially Online	Online Only
2015	75.5%	65.8%	62.9%
2016	76.0%	69.5%	63.7%
2017	76.8%	73.1%	65.7%
2018	76.5%	74.1%	65.7%
2019	76.9%	72.3%	65.5%
5-Year Average	76.4%	71.0%	64.7%

Source: SBCC. (2020). Course Success (Instructor Level Detail) [Tableau Dashboard]. Retrieved October 2020.

There is evidence of disproportionate impacts for Hispanic and Black/African American students during the 2019-20 academic year. Disproportionate impact for Hispanic students ranged from 2 percent to 5 percent over the five-year reporting period. The largest disproportionate impact is for Black/African American students. The impact ranged from 9 percent to 17 percent with an average of 14 percent below the term mean. Fall 2019 recorded the lowest disproportionate impact for this student population.

Table 41. Successful Course Completion Differences by Ethnicity

Race/Ethnicity	Fall 2015 % (ME)	Fall 2016 % (ME)	Fall 2017 % (ME)	Fall 2018 % (ME)	Fall 2019 % (ME)	Mean △
2 or More Races/ Other	1% (2%)	1% (2%)	5% (2%)	3% (2%)	1% (2%)	2%
Am. Indian/ Alaskan Native	-2% (6%)	2% (7%)	-8% (7%)	0% (7%)	-5% (8%)	-3%
Asian/Filipino/ Pacific Isl.	12% (1%)	9% (1%)	11% (1%)	7% (2%)	9% (2%)	10%
Black/African American	-17% (2%)	-16% (2%)	-15% (2%)	-12% (3%)	-9% (3%)	-14%
Hispanic	-2% (1%)	-3% (1%)	-2% (1%)	-5% (1%)	-4% (1%)	-3%
White	8% (1%)	7% (1%)	9% (1%)	7% (1%)	8% (1%)	8%
Term Mean	70%	71%	71%	71%	72%	

Note. ME = Margin of Error. Term Mean is the unweighted mean within a term. Mean △ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the differences for each ethnic group from the Term Mean. For example, in Fall 2015 the 1% reported for “2 or More Races/Other” is the difference between the actual success rate of 71% for this group and the Term Mean of 70%. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlikely to be due to chance variation.

Source: SBCC. (2020). Course Success (Instructor Level Detail) [Tableau Dashboard]. Retrieved October 2020.

Successful course completion rates are slightly higher on average in CTE courses than in transferable courses. Basic skills courses have the lowest successful course completion rates.

Figure 22. Successful Course Completion by Course Type

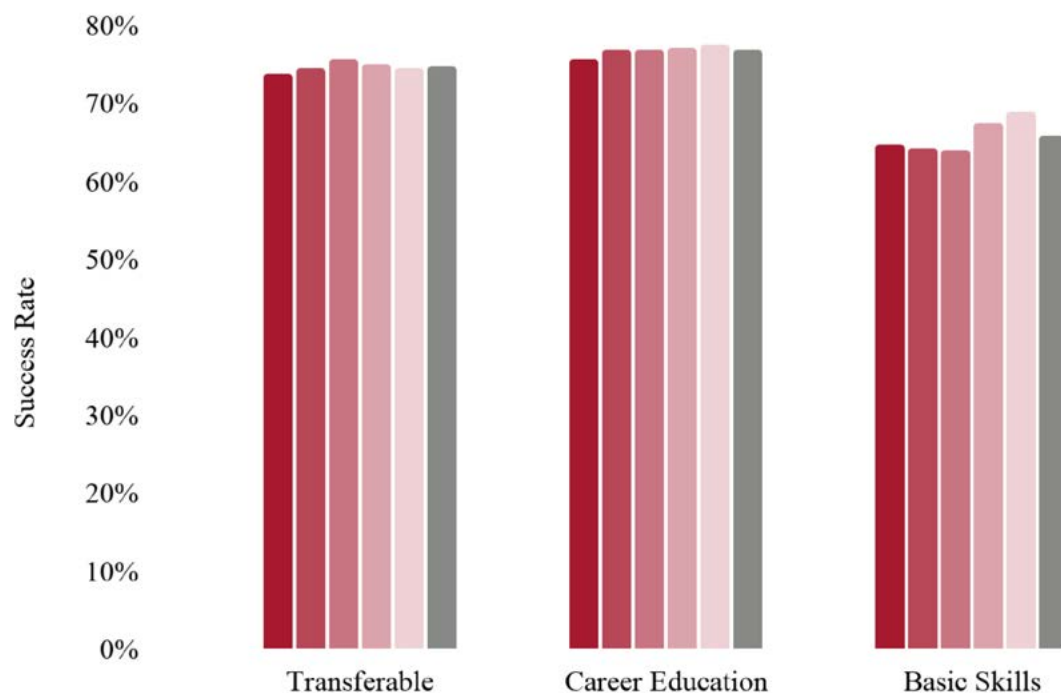


Table 42. Successful Course Completion by Course Type

Fall Semester	Transferable	Career Education	Basic Skills
2015	73.8%	75.7%	64.7%
2016	74.5%	76.9%	64.3%
2017	75.6%	76.8%	63.9%
2018	75.0%	77.1%	67.5%
2019	74.5%	77.5%	68.9%
5-Year Average	74.7%	76.8%	65.9%

Source: SBCC. (2020). Course Success (Instructor Level Detail) [Tableau Dashboard]. Retrieved October 2020.

Full-time students have higher course success rates than part-time students.

Figure 23. Successful Course Completion by Full-Time/Part-Time Load

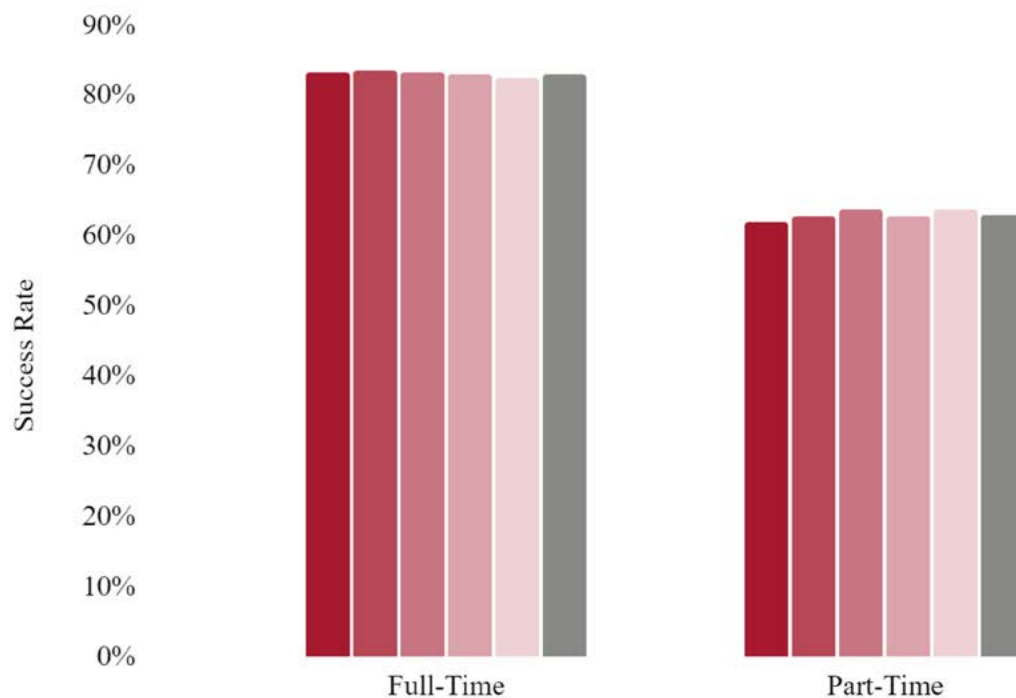


Table 43. Successful Course Completion by Full-Time/Part-Time Load

Fall Semester	Full-Time	Part-Time
2015	83.2%	62.0%
2016	83.4%	62.6%
2017	83.3%	63.8%
2018	83.0%	62.8%
2019	82.5%	63.8%
5-Year Average	83.1%	63.0%

Source: SBCC. (2020). Course Success (Instructor Level Detail) [Tableau Dashboard]. Retrieved October 2020.

Degrees and Certificates

SBCC consistently met the corresponding institution-set standard for degrees awarded over the past five years. An interactive, real-time dashboard is available for College faculty and staff to

view conferred awards. Awards can be disaggregated by student demographics, award type, major, and units earned. The following charts and tables display the proportions of award types, those that are Career Education, and the ethnic composition of students who received degrees or certificates from 2015-16 to 2019-20.

AA degrees represent the majority of degrees awarded each academic year. The proportion of AA-T degrees steadily increased over the past five years. Together, AS and AS-T degrees comprise nearly 20 percent of degree awards on average.

Figure 24. Percent of Degrees Awarded by Type

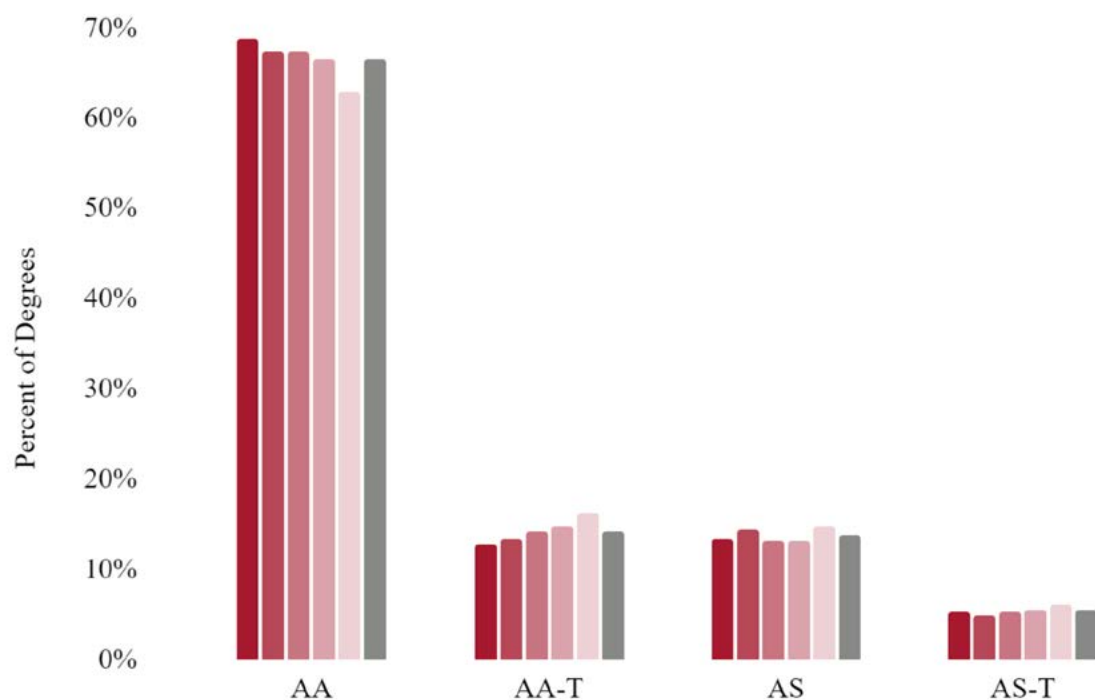


Table 44. Percent of Degrees Awarded by Type

Academic Year	AA	AA-T	AS	AS-T
2015-16	68.7%	12.7%	13.3%	5.3%
2016-17	67.4%	13.4%	14.4%	4.8%
2017-18	67.3%	14.2%	13.2%	5.3%
2018-19	66.7%	14.7%	13.2%	5.5%
2019-20	62.9%	16.2%	14.8%	6.1%
5-Year Average	66.6%	14.2%	13.8%	5.4%

Source: SBCC. (2020). Awards: Degrees and Certificates. [Tableau Dashboard]. Retrieved October 2020.

The following chart and table illustrate the composition of total degrees awarded through the Career Education division from 2015-16 to 2019-20. Career Education division awards represent more than 77 percent of AS and over 74 percent of AS-T awards.

Figure 25. Percent of Degrees by Career Education

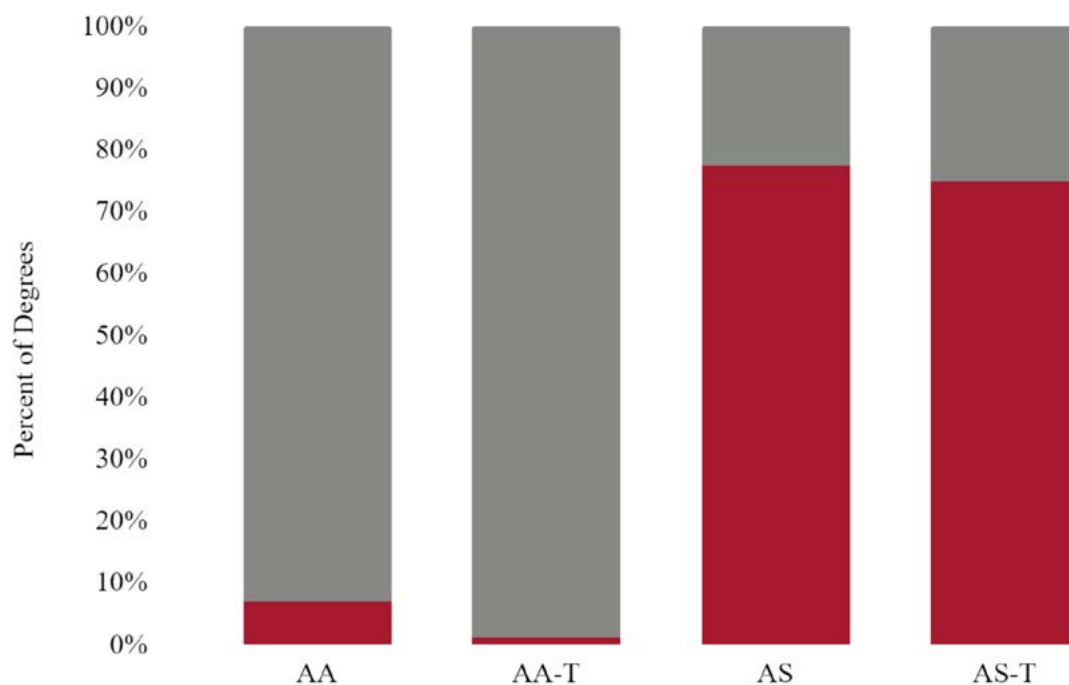


Table 45. Percent of Degrees by Career Education

Program	AA	AA-T	AS	AS-T
Career Education	7.0%	1.2%	77.6%	74.8%
Not Career Education	93.0%	98.8%	22.4%	25.2%

Source: SBCC Student Information System, table szmv_degr_awds. Retrieved October 2020.

Students can earn multiple awards over their course of study. Some students are awarded multiple degrees, multiple certificates, or a combination of both during a given academic year. The following table describes the ethnic composition of students awarded degrees during each academic year. Reflective of the student population, White students represent the largest proportion of those awarded degrees, followed by Hispanic students. The proportion of Hispanic students increased from 2015-16 to 2018-19 by nearly 6 percentage points, with a slight decrease in 2019-20. The percentage of Asian graduates trended downward over the five-year period.

Table 46. Percent of Degree Headcount by Race/Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
American Indian/ Alaskan Native	0.4%	0.6%	0.2%	0.4%	0.3%	0.4%
Asian	12.3%	10.8%	9.1%	9.1%	8.3%	9.9%
Black/African American	2.3%	2.5%	2.5%	2.6%	2.3%	2.4%
Filipino	1.8%	1.5%	1.9%	0.8%	1.5%	1.5%
Hispanic	30.6%	31.5%	33.6%	36.4%	34.6%	33.3%
Other Non-White	0.3%	0.5%	0.4%	0.6%	0.4%	0.4%
Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%
Two or More Races	4.0%	4.7%	5.6%	5.6%	4.9%	5.0%
Unknown	1.5%	1.6%	1.5%	1.2%	1.6%	1.5%
White	46.6%	46.0%	45.0%	43.3%	46.1%	45.4%

Source: SBCC. (2020). Awards: Degrees and Certificates. [Tableau Dashboard]. Retrieved October 2020.

SBCC offers a range of credit and noncredit certificates. High school diplomas are awarded through the Adult High School Diploma Program. The College met the standard for certificates awarded each academic year, except in 2017-18. The following data describe certificates requiring 18 to fewer than 30 semester units (18-30), 30 to fewer than 60 semester units (30-60), and 60 or more semester units (60+).

Most awarded certificates required between 30 to fewer than 60 semester units. The proportion of certificates requiring 18 to fewer than 30 semester units represents 8 percent of all certificates on average, though their proportion decreased in 2019-20. Certificates that require 60 or more units represent the smallest proportion of awards.

Figure 26. Percent of Certificates by Type

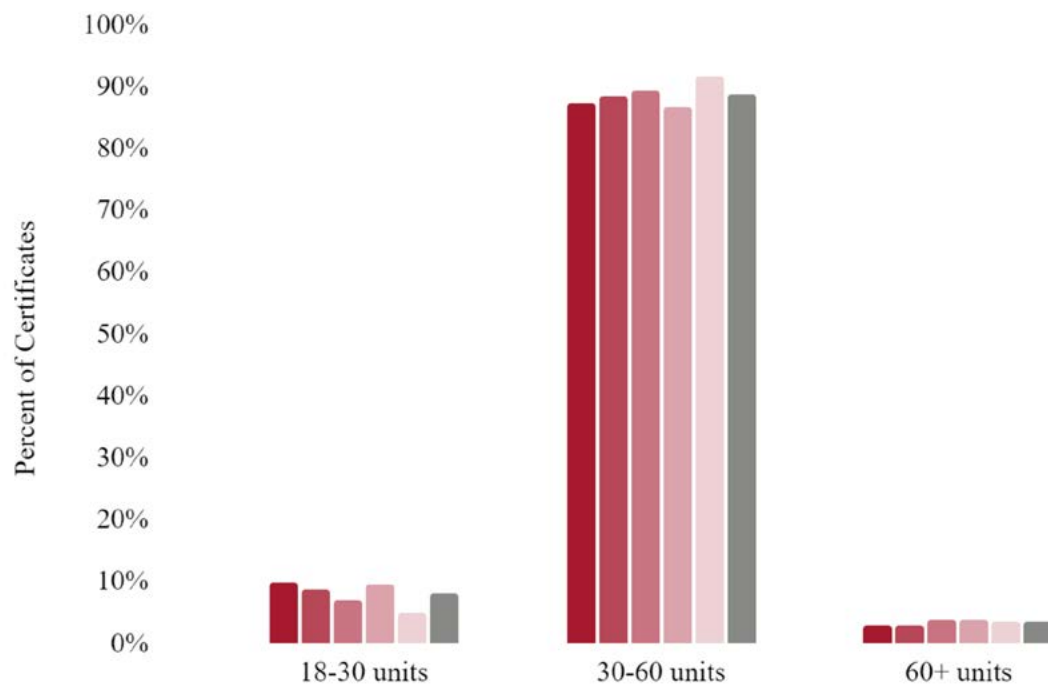


Table 47. Percent of Certificates by Type

Academic Year	18-30 units	30-60 units	60+ units
2015-16	9.7%	87.3%	3.0%
2016-17	8.8%	88.4%	2.8%
2017-18	7.0%	89.2%	3.8%
2018-19	9.4%	86.7%	3.9%
2019-20	4.9%	91.5%	3.6%
5-Year Average	8.0%	88.6%	3.4%

Source: SBCC. (2020). Awards: Degrees and Certificates. [Tableau Dashboard]. Retrieved October 2020.
The ethnic composition of students awarded certificates is similar to that of students awarded degrees.

Table 48. Percent of Certificate Headcount by Race/Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
American Indian/ Alaskan Native	0.2%	0.3%	0.2%	0.6%	0.3%	0.3%
Asian	12.6%	11.8%	12.2%	10.3%	8.7%	11.1%
Black/African American	2.2%	2.3%	1.7%	1.8%	1.7%	1.9%
Filipino	1.7%	1.7%	1.2%	1.2%	1.2%	1.4%
Hispanic	28.9%	29.2%	33.1%	34.6%	35.9%	32.3%
Other Non-White	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%
Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%
Two or More Races	4.4%	5.1%	5.3%	4.8%	4.9%	4.9%
Unknown	1.2%	1.4%	1.8%	1.5%	1.3%	1.4%
White	48.6%	47.8%	44.3%	44.7%	45.5%	46.2%

Source: SBCC. (2020). Awards: Degrees and Certificates. [Tableau Dashboard]. Retrieved October 2020.

Certificates of achievement in cosmetology and infant/toddler development represented all awarded certificates that require 60 or more units over the past five years. Both are offered through the Career Education division. The majority of certificates requiring 18 to fewer than 30 units are primarily in career education majors. Certificates requiring 30 to fewer than 60 units are predominantly not career education.

Figure 27. CTE Degrees and Certificates

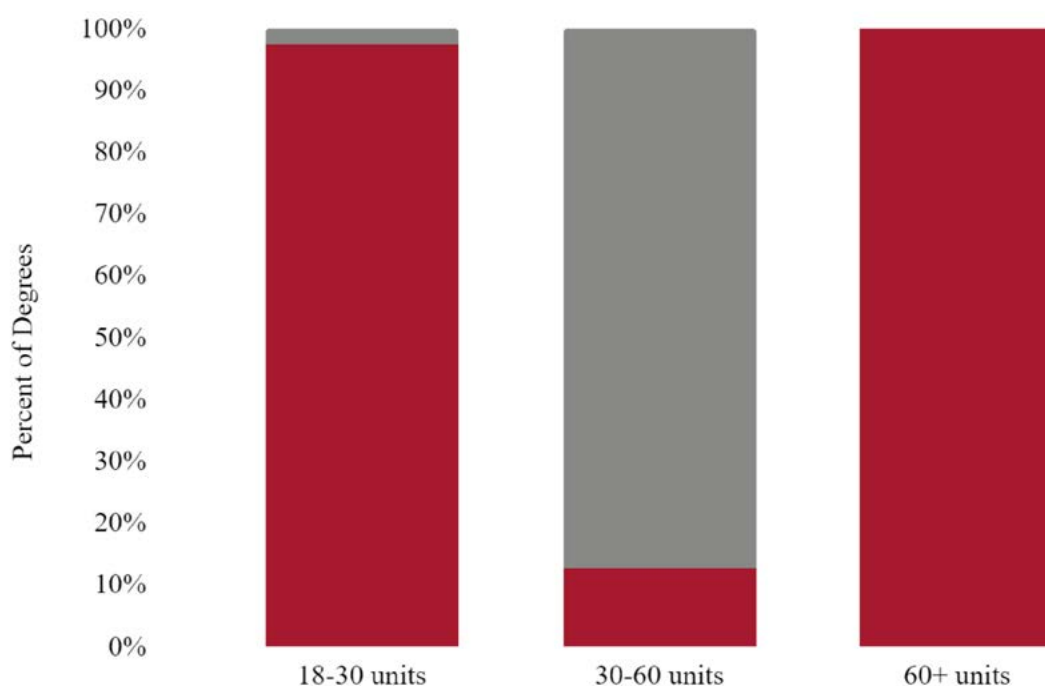


Table 49. CTE Degrees and Certificates

Program	18-30 units	30-60 units	60+ units
Career Education	97.4%	12.8%	100.0%
Not Career Education	2.6%	87.3%	0.0%

Source: SBCC Student Information System, table szmv_degr_awds. Retrieved October 2020.

Transfer Volume

An average of more than 1,600 students transferred to a four-year college or university each year over the previous five-year period. The majority of transfers are to a University of California (UC) or California State University (CSU). There was a sizable increase in transfers to UC schools in the last three years. The increase in students transferring to UC campuses can be attributed to several different factors. First, SBCC's Transfer Academy launched a strong transfer marketing campaign that included banners around campus, signage, and printed materials promoting transfer in general and the UC's Transfer Admission Guarantee (TAG) program specifically. The Transfer Academy continued to offer informational workshops and comprehensive reviews

of students' UC TAG applications, which includes transcript analysis and information about grade remediation. The Transfer Academy also established a Transfer Kiosk on West Campus during the fall semesters, which made transfer counselors easily accessible to students during the application period. UC and CSU informational emails were sent to students on a regular basis and, finally, the UC's Blue and Gold Opportunity Plan, which was heavily promoted at SBCC - makes attending the UC more affordable to lower income students.

Figure 28. Transfers to Four-Year Institutions

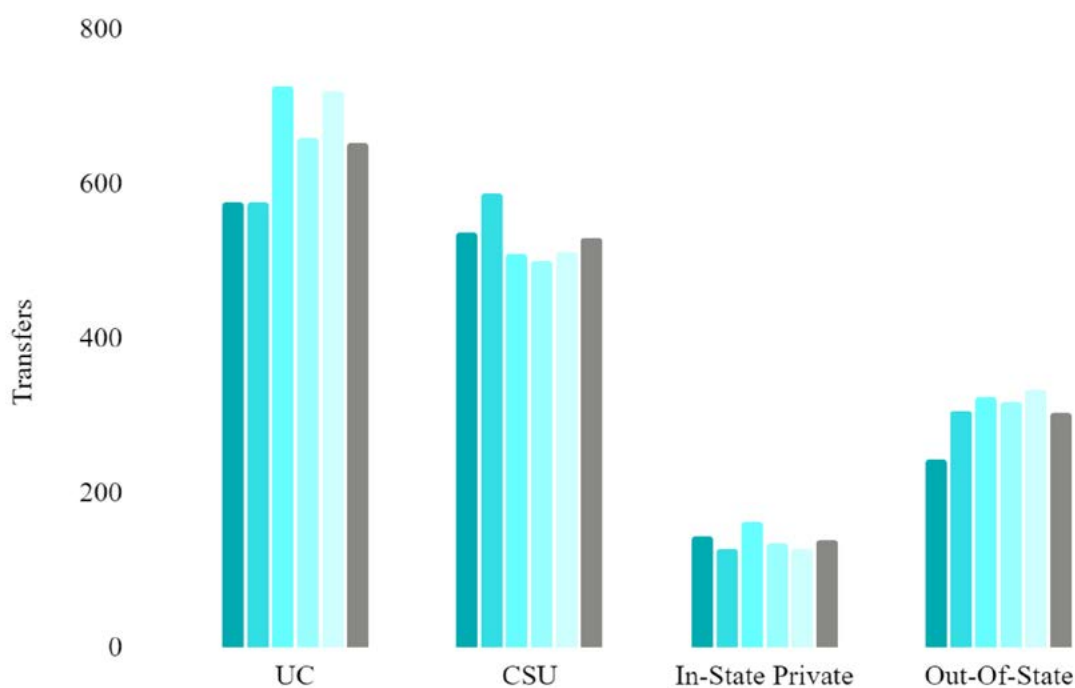


Table 50. Transfers to Four-Year Institutions

Year of Entry	UC	CSU	In-State Private	Out-Of-State
2014-15	576	537	143	243
2015-16	576	587	127	305
2016-17	725	508	161	323
2017-18	660	499	134	317
2018-19	718	511	128	332
5-Year Average	651	528	139	304

Source for UC: University of California. Admissions by source school [Tableau Dashboard]. Retrieved from <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>. Source for CSU: The California State University. CCC Transfers to the CSU. Retrieved from <https://www2.calstate.edu/data-center/institutional-research-analyses/files/College%20Year/California%20Community%20College%20Transfers%20to%20the%20CSU/2008-2020/CCC-Transfers-to-the-CSU-Concentration-and-Ethnicity-2008-2020.xlsx>. Source for In-State Private and Out-of-State: California Community Colleges Chancellor's Office (CCCCO) Data Mart. Transfer Volume to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions Report. Retrieved from <https://datamart.cccco>.

Persistence

Persistence is defined as the percentage of degree or transfer-seeking, first-time credit students enrolled in a given term who return and enroll in the following term. Second-term persistence is when a student who started in fall 2011 and also enrolled in spring 2012. Third-term persistence refers to students who enrolled in a given term and who were also enrolled in the next two consecutive terms. SBCC typically disregards summer terms when measuring persistence. Persistence rates are assessed and presented in the College's educational master plan progress reports.

The fall-to-spring second-term persistence rate remains stable at about 84 percent to 86 percent. The fall-to-fall three-term persistence rate increased from 60.4 percent in fall 2016 to 68 percent in fall 2019 and decreased to 64.5 percent in fall 2020.

Table 51. Persistence Rates

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%
Fall 2017 to Spring 2018	84.3%	Fall 2017 to Fall 2018	66.1%
Fall 2018 to Spring 2019	86.6%	Fall 2018 to Fall 2019	68.0%
Fall 2019 to Spring 2020	85.3%	Fall 2019 to Fall 2020	64.5%
5-Year Average	85.3%	5-Year Average	64.5%

Note. Each fall cohort consists of first-time students at SBCC who are enrolled in at least one credit course, and who indicated on their application an educational goal of completing a degree and/or transferring to a four-year institution.
Source: SBCC Student Information System, table szmv_acadhist. Retrieved October 2020.

Filipino and Asian students have the highest fall-to-spring persistence rates. Students with an unknown ethnicity and Black/African American students persist at a rate lower than average.

Table 52. Fall to Spring Persistence by Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
American Indian/ Alaskan Native	83.3%	--	--	--	81.8%	82.6%
Asian	89.8%	90.1%	91.0%	92.5%	85.7%	89.8%
Black/African American	71.4%	75.0%	67.5%	73.3%	78.7%	73.2%
Filipino	100.0%	100.0%	100.0%	84.6%	100.0%	96.9%
Hispanic	84.9%	85.0%	86.7%	86.7%	84.9%	85.6%
Other Non-White	N/A	N/A	--	N/A	--	N/A
Pacific Islander	--	--	--	--	--	N/A
Two or More Races	76.7%	80.9%	82.3%	89.5%	86.4%	83.1%
Unknown	69.2%	70.0%	59.6%	67.5%	89.6%	71.2%
White	83.8%	85.2%	83.5%	87.1%	84.7%	84.9%

Note. -- indicates suppressed cells, where the student headcount is less than 10.

Source: SBCC Student Information System, table szmv_acadhist. Retrieved October 2020.

Asian, Hispanic, and Filipino students have slightly higher than average third-term persistence rates. Black/African American students and those with unknown ethnicities persist at rates lower than average. Black/African American students' persistence rates increased over the five-year period, though their population size decreased.

Table 53. Fall to Fall Persistence by Ethnicity

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
American Indian/ Alaskan Native	66.7%	--	--	--	63.6%	65.2%
Asian	72.6%	76.7%	63.5%	66.9%	57.1%	67.4%
Black/African American	44.5%	49.0%	55.4%	70.0%	68.1%	57.4%
Filipino	57.9%	80.0%	66.7%	53.9%	69.2%	65.5%
Hispanic	62.4%	68.0%	66.5%	68.5%	67.9%	66.6%
Other Non-White	N/A	N/A	--	N/A	--	N/A
Pacific Islander	--	--	--	--	--	N/A
Two or More Races	56.6%	59.6%	68.6%	66.5%	65.3%	63.3%
Unknown	53.9%	55.0%	72.3%	57.5%	68.7%	61.5%
White	58.7%	61.1%	66.3%	68.4%	60.9%	63.1%

Note. -- indicates suppressed cells, where the student headcount is less than 10.

Source: SBCC Student Information System, table szmv_acadhist. Retrieved October 2020.

Progression

The percentage of students with a degree or transfer goal who completed both transfer-level math and English in their first academic year of credit enrollment has increased from 8.7 percent in 2014-15 to 19.6 percent in 2018-19.

Table 54. Transfer-Level Math and English Completion Within First Academic Year

Metric	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average
Completed Math and English	8.7%	10.4%	13.5%	16.2%	19.6%	13.7%

Source: California Community Colleges. Student Success Metrics. Retrieved from <https://www.calpassplus.org/>

Hispanic students complete both transfer-level math and English in their first year at a lower rate than other students. White students complete math and English at a higher rate.

Table 55. Transfer-Level Math and English Completion Within First Academic Year by Race/Ethnicity

Race/Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average
American Indian/ Alaskan Native	--	--	--	--	--	N/A
Asian	12.1%	11.6%	15.9%	18.2%	22.3%	16.0%
Black/African American	--	--	--	--	--	N/A
Filipino	--	--	--	--	--	N/A
Hispanic	8.6%	9.8%	12.0%	17.8%	19.0%	13.4%
Other Non-White	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	--	--	--	--	--	N/A
Two or More Races	13.8%	12.3%	16.7%	16.8%	24.1%	16.7%
Unknown	--	--	--	--	--	N/A
White	10.8%	13.2%	17.9%	19.7%	23.2%	17.0%

Note. -- indicates suppressed cells, where the student headcount is less than 10.

Source: California Community Colleges. Student Success Metrics. Retrieved from <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.

Job Placement

In addition to annually evaluating job placement rates produced by the Chancellor's Office Perkins IV Core Indicators reports and participating in CTEOS, SBCC administers biannual surveys to recent CTE program graduates. The surveys are distributed to SBCC graduates approximately eight months after they completed at least one degree or certificate in a Career Education program. The surveys started in spring 2018 and the results below represent 302 respondents as of spring 2020. Results are available in an interactive dashboard and more detailed reports are shared with career education department chairs.

Graduates with an unknown or unreported race/ethnicity were employed at a higher rate overall; 72.1 percent were employed in at least one job or self-employed. Those with two or more races and White graduates subsequently follow as those with the highest rates of employment. Asian graduates have the lowest employment, though 11.5 percent of those reporting they were not

employed said they were not seeking employment.

Table 56. Employment by Race/Ethnicity

Race/Ethnicity	Employed at One Job	Employed at More Than One Job	Self- Employed	Not Employed, Seeking Employment	Not Employed, Not Seeking	Unknown/ Unreported
American Indian/ Alaskan Native	--	--	--	--	--	--
Asian	34.6%	11.5%	0.0%	19.2%	11.5%	23.1%
Black/ African American	54.5%	0.0%	0.0%	9.1%	0.0%	36.4%
Filipino	--	--	--	--	--	--
Hispanic	52.8%	5.6%	5.6%	12.5%	6.9%	16.7%
Other Non-White	--	--	--	--	--	--
Two or More Races	50.0%	10.0%	10.0%	30.0%	0.0%	0.0%
Unknown/ Unreported	58.7%	10.7%	2.7%	4.0%	5.3%	18.7%
White	55.9%	9.8%	3.9%	9.8%	5.9%	14.7%

Note. -- indicates suppressed cells, where the student headcount is less than 10.

Source: SBCC. (2020). CTE Grad Survey Results. [Tableau Dashboard]. Retrieved October 2020.

C. Organization of the Self-Evaluation Process

In fall 2018, the Accreditation Commission for Community and Junior Colleges approached then-Superintendent/President Dr. Anthony Beebe and Accreditation Liaison Officer Dr. Pamela Ralston about participating in a pilot project for possible changes to the peer review process. SBCC accepted the invitation to join two other community colleges, Citrus College and Southwestern College, in the Formative/Summative Comprehensive Review Process pilot ([C-01](#)). The College Planning Council was briefed on the opportunity to participate in the Formative/Summative Comprehensive Review Process in October 2018 ([C-02](#)).

In January 2019, Dr. Ralston convened the Accreditation Steering Committee (ASC), co-chairing with Patricia Stark, Journalism faculty and then-Academic Senate President, to discuss the development of the 2021 Institutional Self-Evaluation Report ([C-03](#)). The ASC members traveled to Los Angeles for a specialized ACCJC training on February 12, 2019 ([C-04](#)). Following that training, the ASC assigned faculty, staff and managers to serve as Standards leads. Over the remainder of the spring 2019 semester, the ASC developed Standards templates, style guides, and evidence collection guidelines. Standards leads began to gather evidence and draft responses.

The ASC met monthly in 2019-20 and twice monthly in fall 2020 as the drafting process intensified. The Standards leads worked individually with groups during the drafting process. The ASC researched ideas for the Quality Focus Essay during fall 2019, considering governance challenges and Guided Pathways implementation. The ASC ultimately chose to focus on three key projects for implementation of the College's Guided Pathways plans (see Quality Focus Essay).

Over the spring and fall 2019 semesters, the ASC co-chairs presented to various constituent groups, committees, and programs, and at campus in-service meetings to provide training to the College ([C-05](#), [C-06](#)). The Board of Trustees had a training session on accreditation and Standard IV in July 2019 and were kept apprised of the progress of the self-evaluation process ([C-07](#)).

As the draft was finalized, Standards were shared with the Academic Senate and the College Planning Council ([C-08](#), [C-09](#), [C-10](#)). The entire College was invited to offer input and feedback on working drafts following a collegewide webinar on September 29, 2020 ([C-11](#)). Using a survey tool, the ASC garnered feedback, which was incorporated into the final draft of the Institutional Self Evaluation Report ([C-12](#), [C-13](#), [C-14](#)).

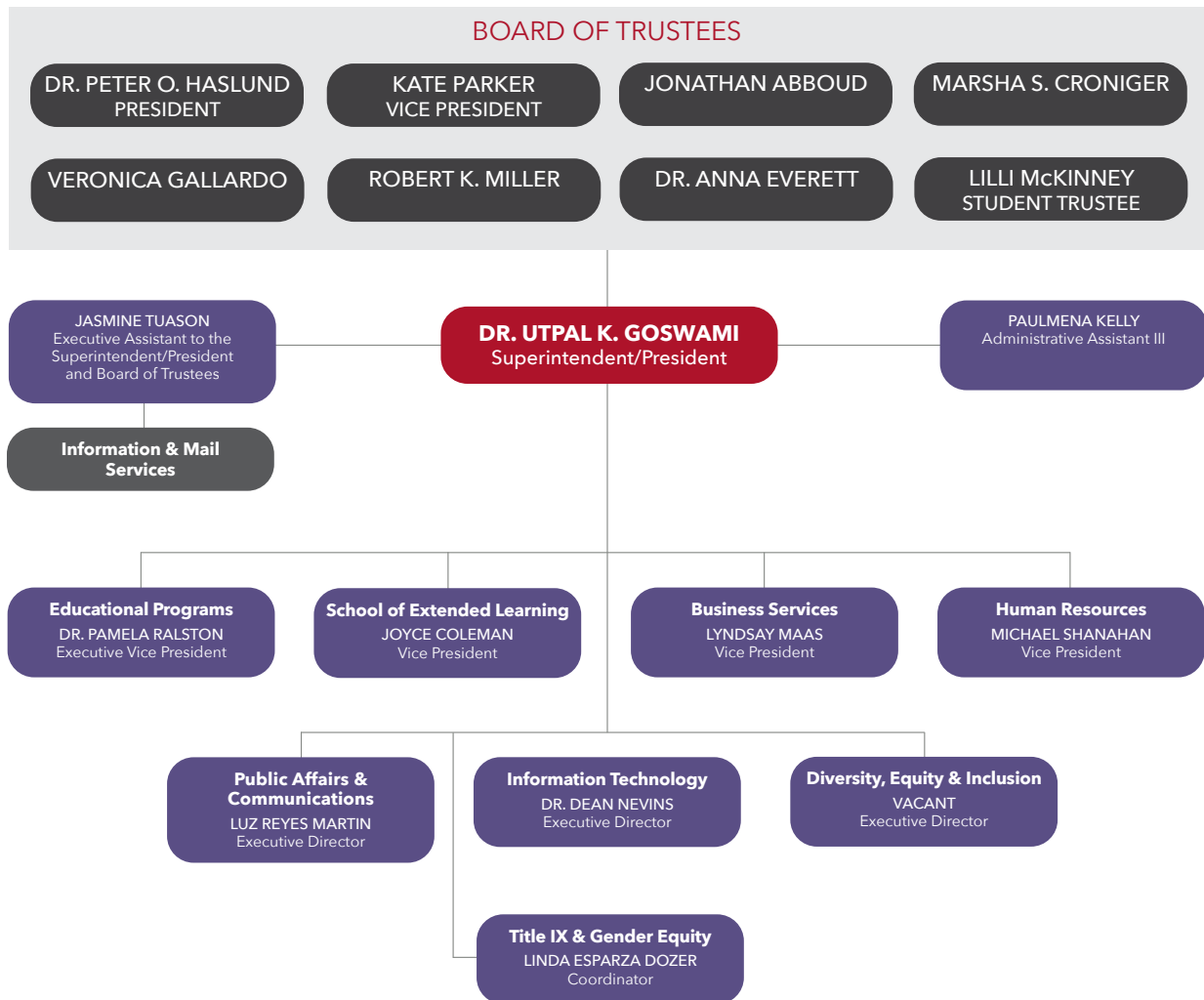
Organization of the Self-Evaluation Process Evidence List

- [C-01](#) ACCJC Reaffirmation Pilot Plan
- [C-02](#) CPC Minutes 10-02-2018
- [C-03](#) ASC Agenda 01-29-2019
- [C-04](#) ACCJC Pilot Training 02-12-2019
- [C-05](#) CPC Minutes 12-03-2019
- [C-06](#) Fall 2020 In-Service Agenda
- [C-07](#) BOT Minutes 06-14-2019
- [C-08](#) AS Minutes 04-22-2020 (Item 7.3)
- [C-09](#) AS Minutes 09-09-2020 (Item 9.3)

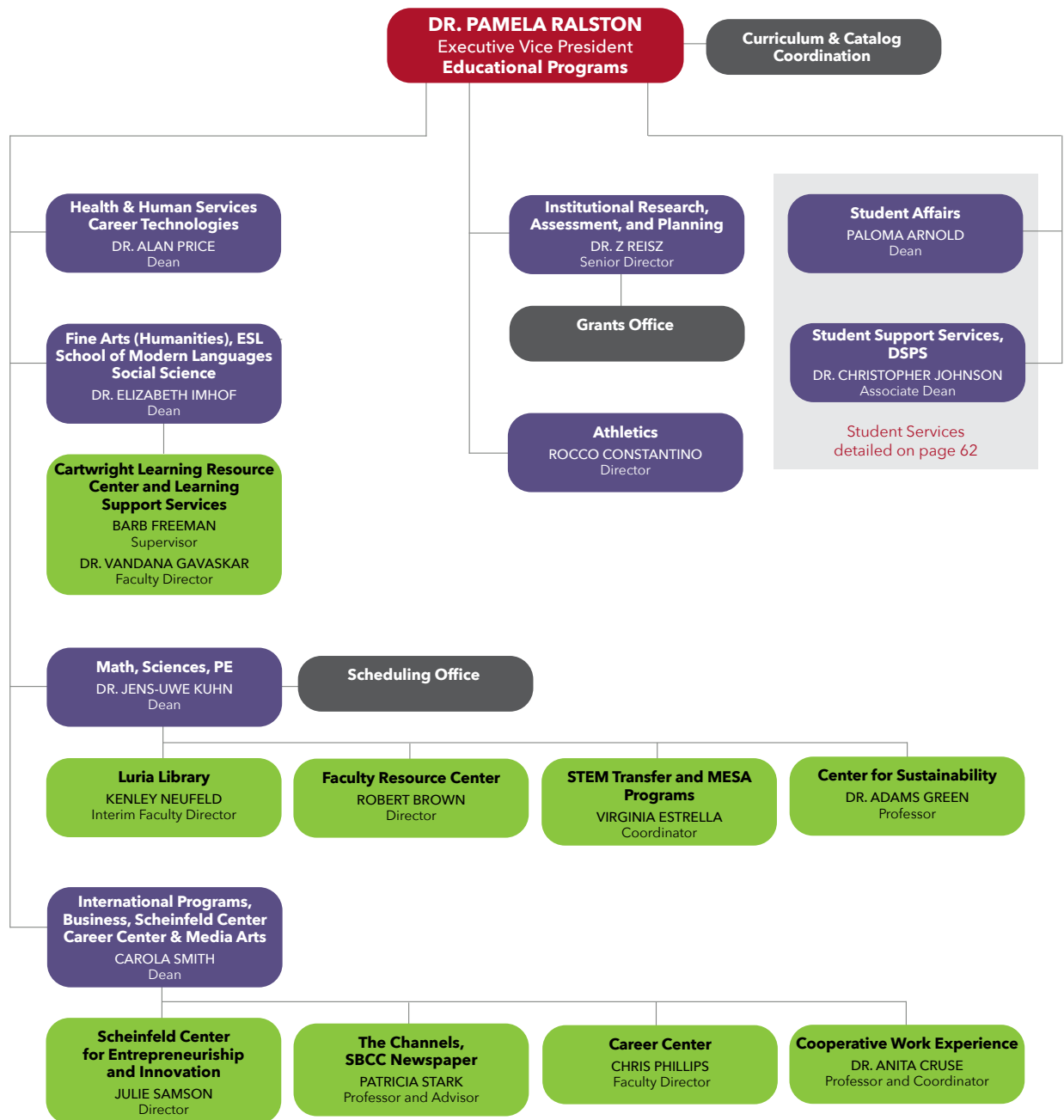
[C-10](#) CPC Minutes 09-15-2020 (Item 5.3)
[C-11](#) ISER Feedback Presentation
[C-12](#) ISER Feedback Survey
[C-13](#) ISER Feedback Report
[C-14](#) ASC Minutes 09-30-2020

D. Organizational Information

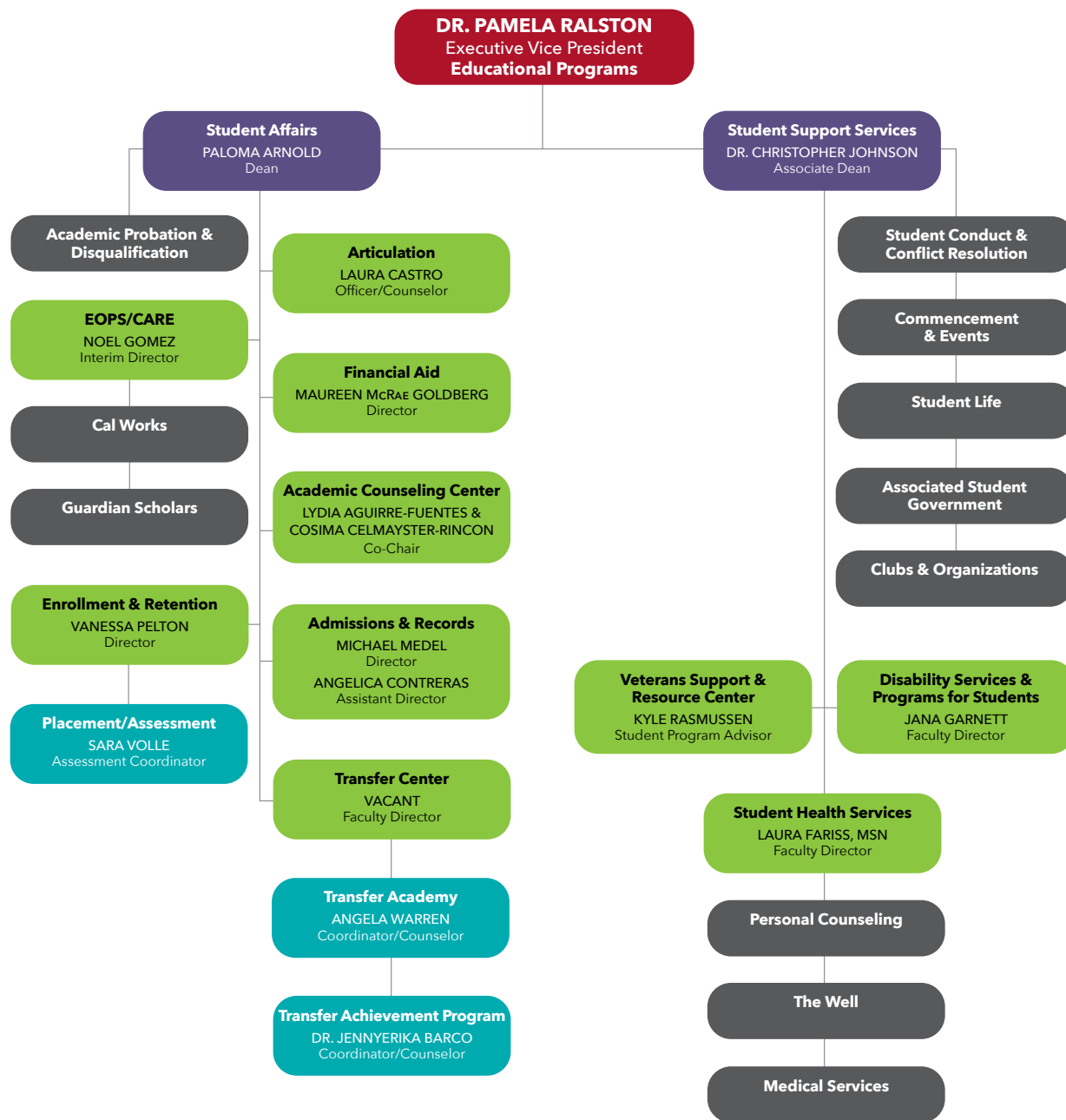
SANTA BARBARA CITY COLLEGE ORGANIZATION CHART: SUPERINTENDENT/PRESIDENT'S OFFICE



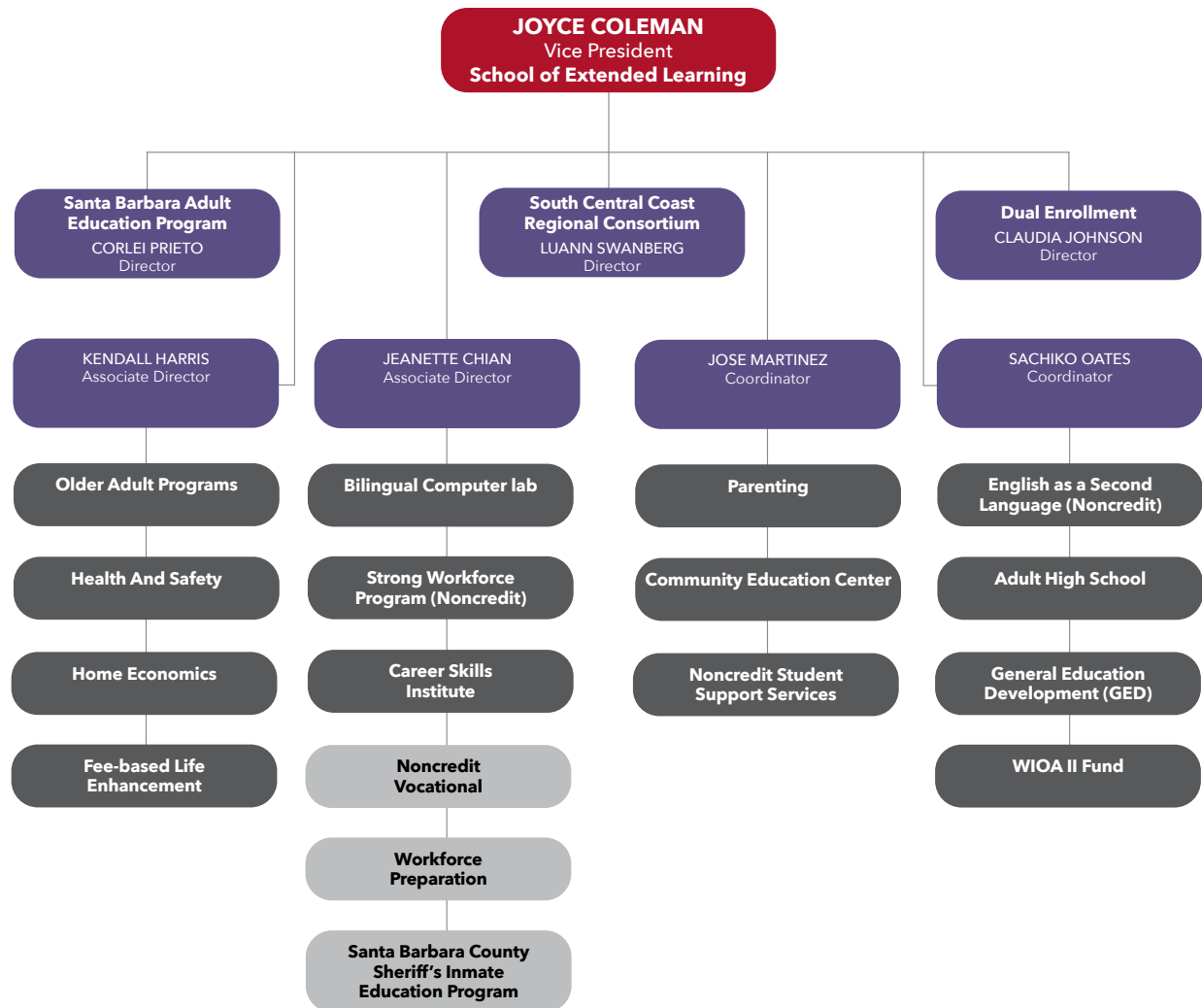
SANTA BARBARA CITY COLLEGE ORGANIZATION CHART: EDUCATIONAL PROGRAMS



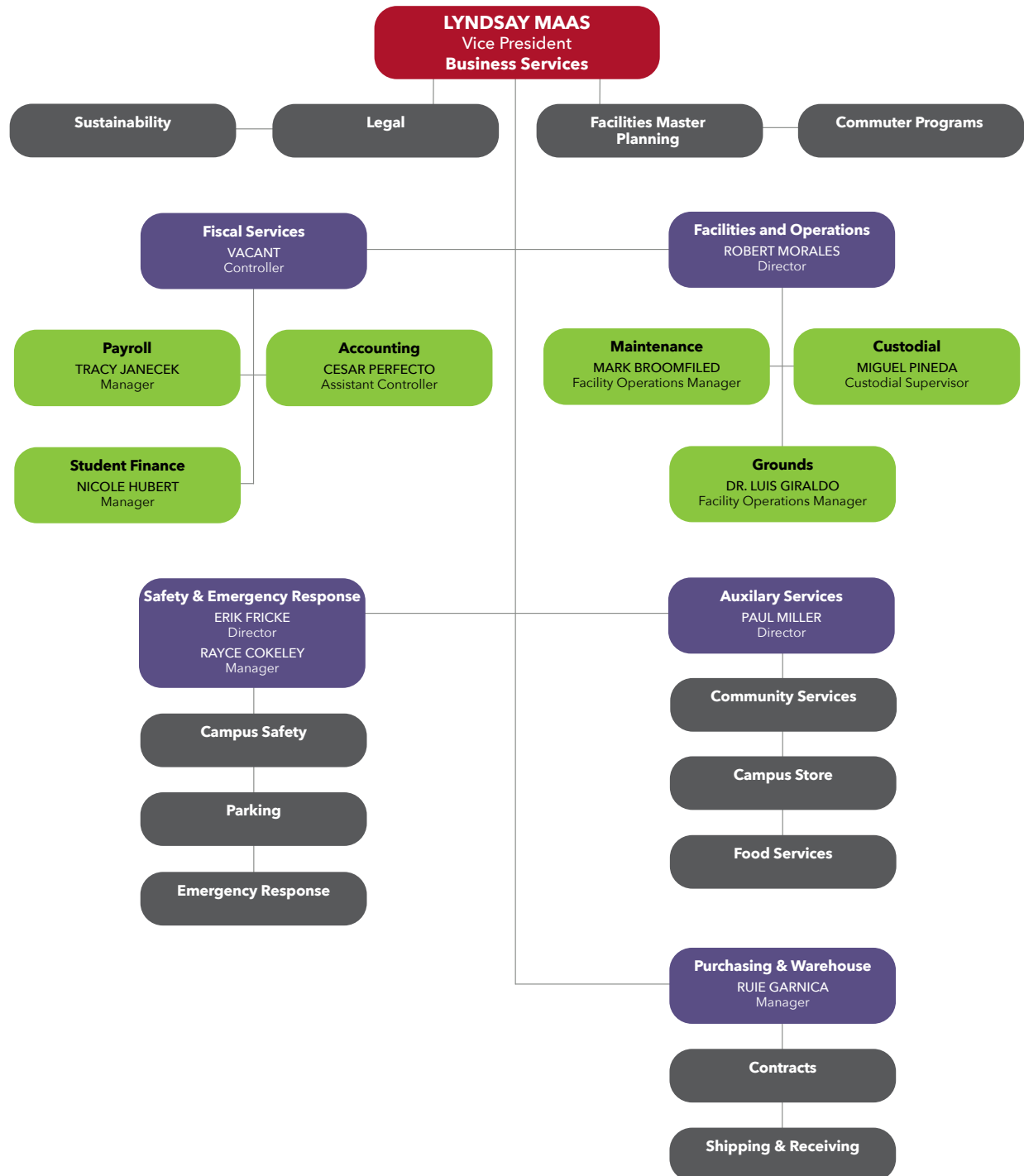
SANTA BARBARA CITY COLLEGE ORGANIZATION CHART: STUDENT SERVICES



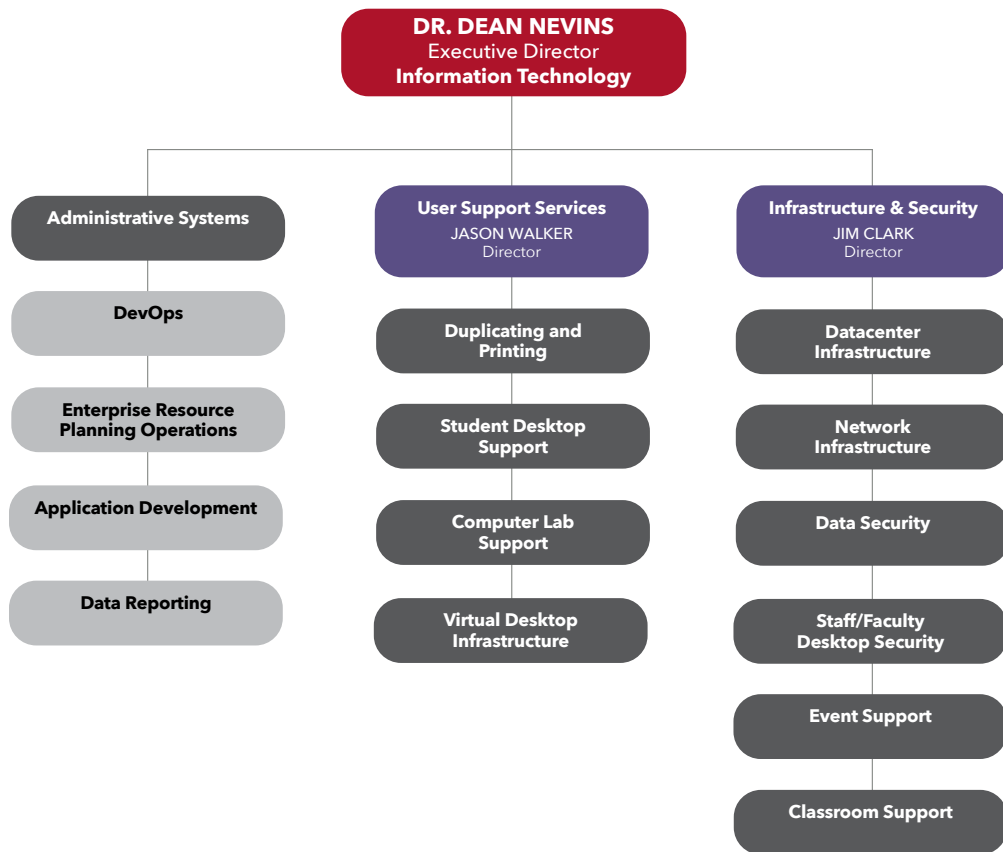
**SANTA BARBARA CITY COLLEGE ORGANIZATION CHART:
SCHOOL OF EXTENDED LEARNING**



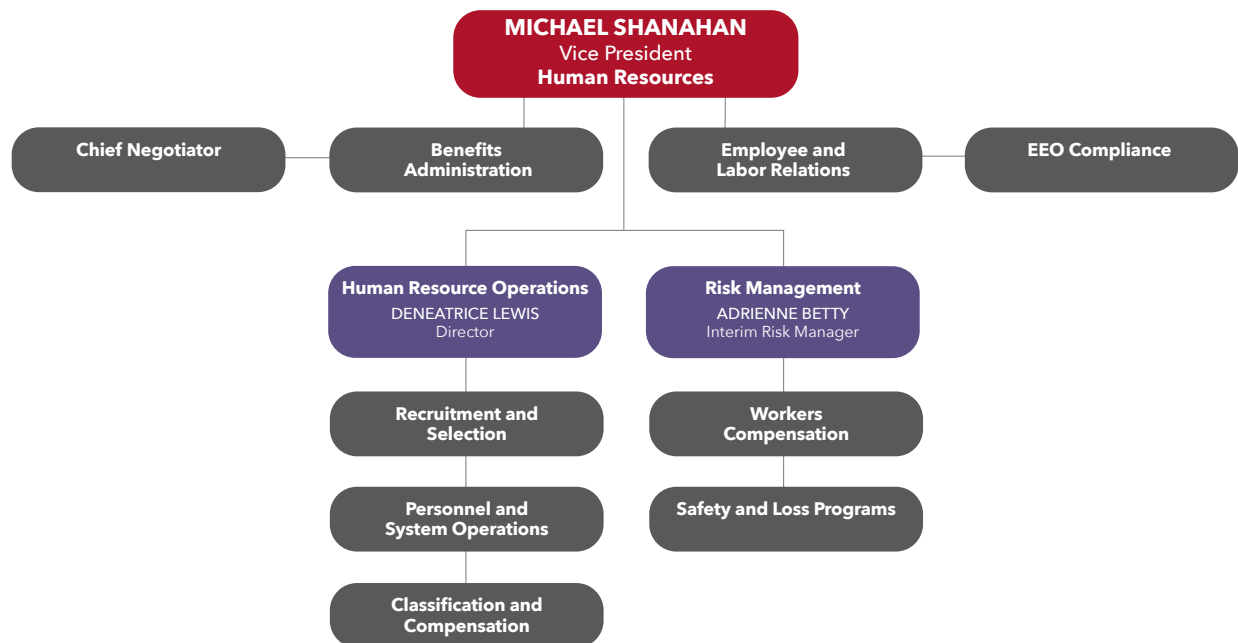
SANTA BARBARA CITY COLLEGE ORGANIZATION CHART: BUSINESS SERVICES



SANTA BARBARA CITY COLLEGE ORGANIZATION CHART:
INFORMATION TECHNOLOGY



SANTA BARBARA CITY COLLEGE ORGANIZATION CHART:
HUMAN RESOURCES



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The Santa Barbara Community College District (SBCCD) is established and governed by the Board of Trustees ([ER1-01](#), [ER1-02](#), [ER1-03](#)). The District has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education ([ER1-04](#)). This authority is noted on the introductory page of the online college catalog and prominently on the college website ([ER1-05](#), [ER1-06](#)).

Eligibility Requirement 2: Operational Status

Santa Barbara City College is operational, with students actively pursuing its degree programs. Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, and transfer, and that lead to placement in the workforce, in internships, and in professions ([ER2-01](#), [ER2-02](#), [ER2-03](#), [ER2-04](#), [ER2-05](#)). The College also operates a large noncredit division and fee-based program for lifelong learning ([ER2-06](#)).

Eligibility Requirement 3: Degrees

The majority of the College's offerings is in programs that lead to degrees, as described in the College's catalog. A significant number of students enroll in these courses and the number of students earning degrees continues to grow, as do the numbers of students gaining jobs in fields prepared by career education opportunities at the College ([ER3-01](#), [ER3-02](#), [ER3-03](#)). Degree opportunities and transfer courses are also clearly identified in the catalog ([ER3-04](#), [ER3-05](#)).

Eligibility Requirement 4: Chief Executive Officer

The Board of Trustees selects the chief executive officer (CEO) of the College ([ER4-01](#), [ER4-02](#)). The CEO is Dr. Utpal K. Goswami, Superintendent/President of Santa Barbara City College/ Santa Barbara Community College District, whose primary responsibility is to the institution. Dr. Goswami became Superintendent/President on January 2, 2020 ([ER4-03](#), [ER4-04](#)).

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([ER4-05](#)). The Superintendent/President has full-time responsibility for the institution and does not serve on the governing Board.

Eligibility Requirement 5: Financial Accountability

The District undergoes an annual outside audit of all funds, books, and accounts in accordance with Title 5 regulations ([ER5-01](#)). The Superintendent/President assures that the annual outside audit is completed and recommends a certified public accountancy firm to the Board. The firm is selected by evaluating the scope of its experience, the size of the firm, and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. SBCC employs one of the largest audit firms that specializes in the California community colleges. The

Board of Trustees reviews audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. The District regularly receives unqualified audits.

Compliance with Eligibility Requirements Evidence List

- [ER1-01](#) BP 1100 Santa Barbara Community College District
- [ER1-02](#) BP 2010 Board Membership
- [ER1-03](#) BP 2100 Board Elections
- [ER1-04](#) Certificate of Accreditation
- [ER1-05](#) 2020-21 Catalog Page Accreditation
- [ER1-06](#) Accreditation Webpage
- [ER2-01](#) Catalog Page Degrees, Certificates, Awards
- [ER2-02](#) Programs of Study
- [ER2-03](#) Career and Technical Education Programs
- [ER2-04](#) Degrees and Certificates Awarded
- [ER2-05](#) Transfer Data Degrees, Certificates
- [ER2-06](#) School of Extended Learning
- [ER3-01](#) FTES Summary by CCFS 320 year
- [ER3-02](#) Degrees, Certificates Data
- [ER3-03](#) Degrees, Certificates and Awards
- [ER3-04](#) Catalog Page Degrees, Certificates and Awards
- [ER3-05](#) Transfer Curricula
- [ER4-01](#) BP 2431 Superintendent/President Selection
- [ER4-02](#) AP 2431 Superintendent/President Selection
- [ER4-03](#) Board Approval of CEO
- [ER4-04](#) BOT Minutes 11-14-2019
- [ER4-05](#) BP 2430 Delegation of Authority to the Superintendent/President
- [ER5-01](#) 2018-19 Final Audit Report

F. Certification of Continued Institutional Compliance with Commission Policies

The College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College clearly communicates its accreditation status and accreditation evaluation processes. The College has sought to inform the public about its involvement in the Formative/Summative Comprehensive Review Process project and has clearly identified the dates of pending visits on its accreditation webpage ([F-01](#)). Further, the College consistently includes information regarding third-party comments on that webpage ([F-02](#)).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College defines several elements of student achievement and sets achievement floors appropriate to its mission. These elements and their achievement floors are defined in the College's institution set-standards ([IB3-02](#)). Student achievement and performance elements are further defined within instructional programs as the Program Learning Outcomes ([IB2-03](#)). For program completers, relevant licensure exam pass rates ([IIA14-08](#), [IIA14-09](#)) and job placement rates are monitored and used for curricular planning ([F-03](#)). The institution-set standards are reviewed annually and reported to the Institutional Effectiveness Committee for consideration and potential recommendations to the College Planning Council when an element passes below the achievement floor.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College assigns credit hours to courses and designs degree programs to be within the range of higher education standards of practice. The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree. Procedures for determining a credit hour have been determined by the CCCCO and are published in its Program and Course Approval Handbook. The College has written policies and procedures for determining a credit hour that meets commonly accepted academic standards, Administrative Procedure (AP) 4020 Curriculum ([F-04](#)). The Curriculum Advisory Committee (CAC) has an established curriculum approval process that includes formulas for determining clock-to-credit hours. The CAC reviews all course and program information before approval. The College does not offer courses based on clock hours.

Transfer Policies

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

The College documents its transfer policies for students and the public in the College's catalog and website ([F-05](#), [F-06](#)). Board policy and procedure on articulation provide accurate information about criteria to accept credits for transfer ([F-07](#), [F-08](#)). The College makes every effort to articulate courses with other institutions through the common course numbering system ([F-09](#), [F-10](#)). For more information on the College's continued adherence to Commission Policy on Transfer of Credit can be found in Standard IIA.1, IIA.10, and IIC.5.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The development, implementation, and evaluation of all courses and programs take place within the educational mission of the College and include clearly defined and appropriate student learning outcomes. Distance education courses and programs follow this same protocol and include the additional rigor of an independent approval process by the CAC ([F-11](#)), as outlined in the SBCC Guidelines for Submitting Distance Education Proposals to Curriculum Advisory Committee and in Board Policy (BP) 4105 Distance Education ([F-12](#)), before their development and deployment for distance education. The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. Determinations and judgments about the quality of the distance education course are made with the full involvement of the CAC-approval procedures. The CAC and governing Board, as well as the College's academic administrators, are also responsible for ensuring that regulatory standards are met. All CAC-approved programs and course curriculum approved are then forwarded to the Board of Trustees, under Education Code section 70902, for final approval and submission to the CCCCCO.

Each section of the course that is delivered through distance education includes regular and effective contact between instructor and students and among students through discussion forums, messaging, assignment and quiz feedback, group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities. As an academic and professional matter, the Academic Senate and the CAC define this principle in the Distance Education Curriculum Process ([F-13](#)). The College's commitment to excellent online instruction is documented in AP 4105 Distance Education ([F-14](#)). During the COVID-19 pandemic, the process used for developing Distance Education Addenda for courses was improved as the College integrated curriculum revision and development with professional development to certify online instructional training ([F-15](#)).

The College provides training for faculty teaching distance education for the first time, mentoring for faculty new to SBCC online or for the development of new content, and ongoing support for experienced faculty. As described in AP 4105, faculty members assigned to teach online who have no SBCC online teaching experience and who will be creating materials for the online class must complete training offered by the Faculty Resource Center (FRC) before they can teach online.

In October 2014, the College submitted and received approval for its substantive change proposal to add courses constituting 50 percent or more of the units in a program offered through a mode

of distance education ([F-16](#)). During the COVID-19 pandemic, the College submitted CCCCCO approvals for Distance Education Addenda to the ACCJC for programs in which 50 percent or more of the units in a program were offered through a mode of distance education ([F-17](#)).

Distance education courses at the College are offered through the secure learning management system, Canvas. In accordance with the Higher Education Opportunities Act of 2008, the authentication approach used by the District is a secure login and password through the College portal (Pipeline). The Welcome to Distance Education site informs students about the breadth of course offerings, strategies for success, introduction to Canvas, and an online preparatory course for students to take prior to starting this online instruction ([F-18](#)).

The College does not normally offer correspondence education courses or programs. During the COVID-19 pandemic, one course was offered in the Santa Barbara County Jail for incarcerated students. The CCCCCO approved this waiver ([F-19](#)).

The College's Distance Education Plan contains additional information on distance education ([F-20](#)). Further detail regarding distance education is included in IIA.1, IIA.7, and IIB.1.

Student Complaints

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

The College is in compliance with its policies, procedures and practices regarding student and public complaints against institutions. AP 5530, Student Rights and Grievances, defines the process for student grievances to be promptly and equitably resolved as detailed in Standard IC.2 ([IC2-06](#)). The homepage on the SBCC website provides a well-publicized notification for students and the public of the processes available for submitting complaints against the College. Contact information for the ACCJC is published in the Semester Guide and on the college website. Programmatic accreditation information can be found on college webpages associated with the specific programs. The accreditation status of the College and its programs is appropriately represented on the college website ([F-21](#)).

Appropriate student complaint policies are documented in Standard IIC. The SBCC "Report a Concern" process is a comprehensive tool used to process complaints and grievances efficiently and can be seen on the Student Services webpage, which also houses the College's Title IX complaint process ([F-22](#)). The College uses Maxient, a tracking system, for processing the complaints submitted via the "Report a Concern" and Title IX processes. The College maintains records on student complaints in the respective division offices and in the electronic Maxient system. Records of formal complaints concerning harassment or discrimination are maintained in Maxient and in the Human Resources Office for seven years as required by Title IX regulations.

Institutional Disclosure and Advertising and Recruitment Materials

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

The SBCC Marketing Department and Public Information Officer coordinate all marketing and public relations materials. These materials represent the College appropriately and include information on its current accreditation status as required by the ACCJC. Further information is located in Standard IC, Institutional Integrity, specifically IC.1, IC.4, and IC.5.

Title IV Compliance

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

The College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in its offerings of both federal and state financial assistance programs. BP 5130 Financial Aid states that “all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements.” Furthermore, the College demonstrates diligence in managing loan default rates in compliance with loan program responsibilities as defined by the U.S. Department of Education ([F-23](#)). The loan default rates for the college are:

- 2015 three-year Official Cohort Default Rate (CDR) is 15.5 percent based on 231 of 1486 borrowers defaulting who entered repayment.
- 2016 3-year Official CDR is 12.6 percent based on 167 of 1323 borrowers defaulting who entered repayment.
- 2017 3-year Draft CDR is 12.6 percent based on 152 of 1197 borrowers defaulting who entered repayment.

There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Compliance with Commission Policies Evidence List

[F-01](#) Accreditation Webpage
[F-02](#) Accreditation Webpage
[F-03](#) CTE Survey Results
[F-04](#) AP 4020 Curriculum
[F-05](#) Catalog Page Transfer Curricula
[F-06](#) Transfer Requirements Webpage
[F-07](#) BP 4050 Articulation
[F-08](#) AP 4050 Articulation
[F-09](#) Catalog Page C-ID Information
[F-10](#) Catalog Page IGETC
[F-11](#) CAC Guidance on SBCC Distance Education
[F-12](#) BP 4105 Distance Education
[F-13](#) Distance Education Curriculum Process 04-13-20
[F-14](#) AP 4105 Distance Education
[F-15](#) Emergency DE Process 2020 Memo 2
[F-16](#) 2014 Substantive Change Acceptance
[F-17](#) SBCC 2020-2021 Program File
[F-18](#) Distance Education Webpage
[F-19](#) Fall 2020 Temporary Correspondence Education Approval
[F-20](#) Distance Education Plan
[F-21](#) Accreditation Webpage
[F-22](#) Report a Concern Webpage
[F-23](#) SBCC School Default Rates

STANDARD I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

IA.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Board Policy (BP) 1200 Mission outlines the College's mission statement:

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student ([IA1-01](#)).

As an open-access community college, Santa Barbara City College (SBCC) serves all students. The mission outlines SBCC's four primary roles - to prepare students for careers, complete certificates, earn associate degrees, and transfer to universities - as well as the authorized function of providing community service courses and programs. Core to the mission statement is a commitment to student success, which has at its center equity and inclusivity.

The mission statement is prominently displayed on the College's website ([IA1-02](#)).

Analysis and Evaluation

The College's mission statement describes the student population it serves (all students), the types of degrees and credentials it offers (certificates, associate degrees, and degrees for transfer, including those focused on career education), and asserts the College's commitment to student learning and achievement through its core focus on student success as supported by an equitable and inclusive environment for learning.

IA.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

SBCC collects and makes publicly available data on all major student success measures reflected in its mission statement. A presentation is made annually to the Board of Trustees about key outcomes, including successful enrollment, learning progress, momentum, success, employment, and earnings ([IA2-01](#), [IA2-02](#)). Mission-related measures are also widely available to College employees via data dashboards using Tableau. Examples include dashboards related to three areas of the College's mission statement: enrollment, course success, and degree/certificate completion ([IA2-03](#)). Mission-relevant student achievement data directs institutional priorities, such as development of the 2019-2022 Student Equity Plan, which looks at equity gaps across a number of key measures, including enrollment, retention, completion of transfer-level math and English, and transfer to four-year institutions ([IA2-04](#)). The Student Equity Plan lays out specific activities addressing identified gaps.

Analysis and Evaluation

The College uses data to assess how well it is accomplishing its mission and where institutional priorities should be directed to address the needs of students. Regular reporting of data in public venues such as at open meetings of the Board of Trustees ensures outcomes are widely shared and understood. For major planning documents, such as the 2019-2022 Student Equity Plan, data inform and help to prioritize actions taken to address students' educational needs.

IA.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Program review is the primary tool for programmatic assessment and planning, and the SBCC Program Review User Guide links the mission statement to all components of planning processes. As the Guide notes: "Program review provides departments, programs, and units the opportunity to reflect on performance and needs, analyze data relevant to performance, and propose changes, thus linking to the ongoing cycle of assessment and improvement" ([IA3-01](#)). Departmental program reviews reflect a similar connection to the mission as core to the program review process. Departments ranging from English, with its diverse, general education focus, to Health Information Technologies, with its career education emphasis, marry program goals with the College's mission statement ([IA3-02](#), [IA3-03](#)). Similarly, student support services develop mission statements which align with the College's mission ([IA3-04](#)).

Other planning documents also demonstrate integration with priorities in the mission statement. For example, the Distance Education Plan explicitly demonstrates the shared core goals reflected in both ([IA3-05](#)). The mission's influence extends to budget decisions, as reflected in the College's approved Budget Development Values ([IA3-06](#), [IA3-07](#)).

Analysis and Evaluation

The College's programs and student support services are consistent with the College's mission, as reflected in program reviews across disciplines and individual areas' mission statements. The mission also undergirds the College's planning processes, such as budget development, where the mission's role is formalized in SBCC's Budget Development Values.

IA.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College shares its mission statement in prominent locations, in addition to its inclusion in resources distributed throughout the campuses. The locations are in BP 1200 Mission, the SBCC Board of Trustees webpage, on the main college website, in the college catalog, in the main hallway of the Administration Building, and on placards located in various campus facilities ([IA4-01](#), [IA4-02](#), [IA4-03](#)).

As delineated in the SBCC Educational Master Plan, the College's mission statement is reviewed every three years to ensure that it reflects the institution's purpose and direction ([IA4-04](#)). This is also reflected in the SBCC Institutional Assessment Calendar ([IA4-05](#)). Professional staff in the Office of Institutional Assessment, Research, and Planning lead this effort. Most recently, in spring of 2019, College researchers began the review process by initiating a survey of SBCC constituents and reported these results at the April 30, 2020 College Planning Council (CPC) meeting ([IA4-06](#), [IA4-07](#)). The CPC is the highest-level governance body in the District and includes representatives from all governance groups.

The preliminary discussion about the mission statement revealed that a large number of constituents felt that it needed substantial revision ([IA4-07](#)). Representatives at the July 2019 CPC Retreat discussed possible changes to the mission statement ([IA4-08](#)). At the fall 2019 In-Service, a professional development event provided for all employees, group feedback sessions were conducted to elicit input on desired changes to the mission statement. Employees worked in cross-constituent breakout groups to provide suggested language and ideas to consider when revising the mission statement. The CPC reviewed the input, and the Superintendent/President authorized a cross-constituent workgroup to synthesize the feedback and develop a draft mission for further review ([IA4-09](#), [IA4-10](#)). The workgroup shared its proposed revision, which was approved at the December 2019 CPC meeting ([IA4-11](#)) and later adopted by the Board of Trustees on February 13, 2020 ([IA4-12](#)).

Analysis and Evaluation

The College's mission statement is widely published on the Board of Trustees webpage, the College's website, in the college catalog, and in prominent locations on campus. The mission statement is regularly evaluated and reviewed, following the processes outlined in the Educational Master Plan. Between February 2019 and February 2020, this review process began with an initial survey of constituents to seek feedback regarding the mission statement, followed by discussion at several College Planning Council meetings, formal activities with all employees at the 2019 fall In-Service, a CPC workgroup process for synthesizing feedback, and approval of

the revised mission statement by the CPC and the Board of Trustees. The newly adopted mission has been integrated into appropriate SBCC publications.

Conclusions on Standard IA Mission

The College's mission statement serves to center and guide the institution. The mission statement defines the College's purpose, guides planning and assessment efforts - including program evaluation, is widely published, and is regularly reviewed for relevance. The statement describes the student population it serves, the types of degrees and credentials it offers, and asserts the College's commitment to student learning and achievement through its core focus on student success as supported by an equitable and inclusive environment for learning. Data is used in assessing how well the College accomplishes its mission and where institutional priorities should be directed to address students' needs. The College's programs and student support services are consistent with the College's mission, as reflected in program reviews across disciplines and individual areas' mission statements. The mission statement is widely published and regularly evaluated and reviewed. In conclusion, the College's mission is clearly articulated in this statement and the statement provides guidance to all levels and activities of the institution.

Standard IA Evidence List

- [IA1-01](#) BP 1200 Mission Statement
- [IA1-02](#) CEO Announces New Mission Statement
- [IA2-01](#) Key Mission Outcomes BOT Presentation
- [IA2-02](#) Key Mission Outcomes BOT Presentation Minutes 11-14-2019
- [IA2-03](#) Mission-Related Data Dashboards
- [IA2-04](#) 2019-2022 Student Equity Plan
- [IA3-01](#) Program Review User Guide
- [IA3-02](#) Program Review English
- [IA3-03](#) Program Review HIT
- [IA3-04](#) DSPS Mission Statement
- [IA3-05](#) Distance Education Plan
- [IA3-06](#) CPC Retreat Minutes 07-29-2019
- [IA3-07](#) Budget Development Values
- [IA4-01](#) Mission Statement BOT Webpage
- [IA4-02](#) Webpage Mission Statement
- [IA4-03](#) 2019-20 Catalog Page Mission
- [IA4-04](#) Educational Master Plan Version 2.4 April 2020
- [IA4-05](#) Mission Statement Assessment Cycle
- [IA4-06](#) Review Mission Statement
- [IA4-07](#) Mission Revision Need Minutes 04-30-2019
- [IA4-08](#) CPC Retreat Agenda 07-29-2019
- [IA4-09](#) Mission Revision Feedback Analysis 11-5-2019
- [IA4-10](#) Mission Revision Minutes 11-5-2019
- [IA4-11](#) Mission Adoption CPC Minutes 12-03-2019
- [IA4-12](#) Mission Adoption BOT Minutes 02-13-2020

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

IB.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

A number of SBCC committees focus on student equity, outcomes, and effectiveness. The Institutional Effectiveness Committee (IEC) is charged with advising and evaluating the College's integrated planning processes, determining the effectiveness of Santa Barbara City College (SBCC) activities in pursuit of its mission, fostering a collegewide understanding of successful activities, and making recommendations to the College Planning Council (CPC). Recent work includes developing new metrics to assess how well SBCC is meeting its newly revised mission ([IB1-01](#)).

The Student Equity Committee (SEC) has a more directed focus to document and assess progress toward identified student equity and achievement goals. The SEC creates, champions, and monitors progress on SBCC's Student Equity Plan and works with departments, programs, and the campus community to facilitate activities focused on removing barriers to success and eliminating inequity from students' experiences at the College. Meetings include regular assessment of student equity data and substantial cross-constituent discussion about progress toward student equity goals ([IB1-02](#), [IB1-03](#)).

Other committees focus on more specific elements related to academic quality. The Partnership for Student Success (PSS) centers around particular programs developed in support of student achievement in English, math, and other areas, including unique programs geared toward supporting the academic success of student athletes. In particular, PSS emphasizes the needs of traditionally underserved populations and developmental learners. The annual PSS report documents progress regarding associated initiatives ([IB1-04](#)). Individual departmental program reviews also connect to targeted programs and initiatives focused on student achievement ([IB1-05](#)).

Attention to academic quality is reflected in ongoing Faculty Inquiry Groups (FIGs), such as the Culturally Responsive Pedagogy FIG, which meets regularly throughout the year ([IB1-06](#)). Quality in online instruction is supported by the Committee on Online Instruction (COI), a long-standing committee which addresses technical aspects of online instruction as well as overall pedagogical content and approaches that support student learning and achievement ([IB1-07](#), [IB1-08](#)).

Analysis and Evaluation

The College engages in a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a variety of committees dedicated to these topics. At an institutional level, the Institutional Effectiveness Committee and the Student Equity Committee most directly address these themes, while specialized committees focused on quality of online

instruction and the needs of students in particular subject areas, such as math and English, support broader efforts to track and assess student achievement. Within individual departments and programs, program reviews document collegial efforts to address these issues at the unit level.

IB.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Program and course student learning outcomes appear on the college website and catalog ([IB2-01](#), [IB2-02](#)). The Master List of Program Student Learning Outcomes (SLOs) is publicly available on the college website and includes both instructional programs and student and learning support services ([IB2-03](#)). Assessment of student learning outcomes is a required part of the program review process, a process that must be completed in its entirety at least once every three years ([IB2-04](#)). Program review writers respond to four questions regarding their collection and assessment of SLO data ([IB2-05](#)):

- Provide a brief description of your department's/program's analysis of the student performance data on the course, program, and Institutional SLOs (ISLOs).
- Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.
- Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target.
- Explain any changes to your SLO plan.

Departmental assessment of SLOs as a part of the program review process is formally reviewed and analyzed by the Program Evaluation Committee (PEC) ([IB2-06](#)). Assessment of progress toward collecting and analyzing student learning outcome data in each scheduled cycle is extracted from the tool used for data collection, eLumen ([IB2-07](#)).

Analysis and Evaluation

The College defines and assesses student learning outcomes for both instructional programs and student and learning support services, and these SLOs are publicly shared on the college website. SLO assessment is a required part of program review, and eLumen reporting provides regular updates on progress at periodic points during a scheduled SLO collection cycle.

IB.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College records agreed-upon, institution-set standards in its Educational Master Plan ([IB3-01](#)).

An annual report of institutional progress toward achieving these standards is posted on the college website ([IB3-02](#), [IB3-03](#)). The IEC is responsible for regular review and assessment of progress on these measures ([IB3-04](#)).

Analysis and Evaluation

Three recent changes have required the College to redevelop the institution-set standards: A change in data available from the California Community College Chancellor's Office (CCCCO), Assembly Bill 705 (AB 705), and adoption of a new mission statement. In spring 2019, the CCCCCO instigated a change from the Student Success Scorecard to the Student Success Metrics. Seven of the 12 institution-set standards were based on the Scorecard. AB 705 changed placement requirements for remedial education. At SBCC, all students are placed into transfer-level English and math, making two of the institution-set standards less relevant. The College also adopted a new mission statement. The Institutional Effectiveness Committee has taken the opportunity to analyze and redevelop the College's institution-set metrics and the corresponding standards.

Improvement Plan

Leadership in the Office of Institutional Assessment, Research, and Planning will continue regular meetings of the IEC during the 2020-21 academic year to develop and assess updated institution-set standards. By May 2021, a current version of these standards will have been developed and shared with all relevant participatory governance committees. The updated version of institution-set standards will be posted on the college website and annual reports provided to the CPC.

IB.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Administrative Procedure (AP) 3255 Program Evaluation outlines requirements for program review completion, indicating that "The Office of Institutional Assessment, Research, and Planning will ensure that appropriate statistical data for program review will be prepared and available for all areas." The commitment to use data as the basis for planning processes is detailed further, with all educational programs required to include a statistical data analysis of relevant trends, student completion rates (if applicable), and student learning outcomes ([IB4-01](#)).

Other collegewide planning documents rely on data for both documentation and assessment purposes, including the Student Equity Plan and the Distance Education Plan ([IB4-02](#), [IB4-03](#)). Initiatives associated with smaller units of the College also rely on data in their planning efforts ([IB4-04](#)). In addition, the faculty ranking process, which determines whether a full-time faculty member will be hired in a specific department, integrates a number of data points as part of its annual ranking process ([IB4-05](#), [IB4-06](#)).

Analysis and Evaluation

The use of assessment data is integral to institutional processes supporting student learning and achievement at Santa Barbara City College. As a core part of the program evaluation process, data informs planning associated with student learning and achievement at the departmental

level. Data utilization applies comprehensively as well, as evidenced in the Student Equity Plan and Distance Education Plan, and also plays a central role in assessing student success initiatives. When making critical decisions that impact student learning and achievement, such as whether to invest in additional faculty positions to support the work of a particular department, data is a required part of the assessment process.

Institutional Effectiveness

IB.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

AP 3255 Program Evaluation outlines required elements of the program review process and specific sections that each program review must address. Every educational program must include goals and objectives, SLOs, and analysis of student achievement ([IB5-01](#)). Student achievement data are linked in program review to the Tableau dashboard, the data tool that the Office of Institutional Assessment, Research, and Planning supports. Data for educational programs is separated by modality to reflect in-person, online, and hybrid formats. Departmental program reviews include both quantitative and qualitative data relevant to the program ([IB5-02](#)). Program reviews must “Identify or outline how [the] program/service contributes to the mission of the College” ([IB5-03](#)). The Program Evaluation Committee’s (PEC) Annual Report summarizes program review outcomes, including an assessment of the program review process itself ([IB5-04](#)). In 2020, the PEC Annual Report called for improving the program review questions and training of program participants to drive deeper analysis of equity outcomes ([IB5-05](#), [IB5-06](#), [IB5-07](#)).

Analysis and Evaluation

The College assesses how well it is serving its mission through regular program review processes, which include evaluation of goals and objectives, student learning outcomes, and student achievement. Both quantitative and qualitative data are central components of the program review process and are considered and disaggregated by program type and mode of delivery in order to conduct more effective and applicable assessments. Data for student success and program effectiveness is disaggregated by student demographic characteristics. Accomplishing the mission is regularly evaluated as a part of the program review cycle. Its central role in the assessment process is represented by being part of the first required question within the program review process.

IB.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The 2019-2022 Student Equity Plan tracks and analyzes achievement gaps for disproportionately impacted student populations and centers on disaggregating five student outcomes by gender and seven student populations: Students with Disabilities; Economically Disadvantaged; Ethnicity; First-Generation; Foster Youth; Lesbian, Gay, Bisexual, or Transgender; and Veterans. The analysis focuses on five major success metrics: Successful Enrollment; Fall-to-Spring Retention; Completion of Transfer-Level Math and English; Attainment of a Degree or Certificate; and Transfer to a Four-Year Institution ([IB6-01](#)).

Similarly, the SBCC Vision for Student Success Goal Alignment Plan outlines the specific metrics among those from the CCCC's Vision for Success goals that the College has identified as being highest priority locally:

- Increase all students who attained the Vision Goal Completion Definition
- Increase all students who earned an Associate Degree for Transfer
- Increase all students who transferred to a CSU or UC Institution
- Decrease average number of units accumulated by all Associate Degree earners
- Increase median annual earnings of all students
- Set goals to remove all equity gaps in the above subgoals (required by the CCCC)

The report highlights the intent that these local goals will guide the College's integrated planning efforts ([IB6-02](#)).

Data sets used for planning purposes include a range of options. Program achievement data can be disaggregated by award type, ethnicity, gender, fee waiver status, residency, units enrolled, and educational goal ([IB6-03](#)). Course success data are similarly disaggregated and can be filtered for specific periods of time. Course modality, gender, and ethnicity are three examples of student and course characteristics by which course success data are disaggregated and analyzed ([IB6-04](#)).

In both the 2015-2018 and 2019-2022 Student Equity Plan, Black and African American students saw consistently disproportionate impacts across multiple outcomes. In response, the College opened an Umoja Center and began offering dedicated counseling and supported English courses with faculty who teach from an Afro-centric perspective ([IB6-05](#)). The College also rearranged its physical spaces to further develop and strengthen the support for oft-marginalized student populations ([IB6-06](#)). The Campus Center now houses the Umoja Center, the Center for Equity and Social Justice, the STEM Transfer Program, and the Math, Engineering, and Science Achievement (MESA) Center. The College's intention is to create spaces for counseling, academic, and social support designed to decrease equity gaps and increase student engagement.

AP 3255 Program Evaluation establishes the process for programs to complete their triennial evaluation processes, including annual updates to program goals as linked to any resource requests needed to achieve core program objectives. The administrative procedure documents the required role of data analysis as part of the program review and indicates that any new resource requests must undergo assessment via the District's planning and budget processes ([IB6-07](#)).

The newly devised Equity Impact Assessment, launched fall 2020, serves to increase the use and analysis of disaggregated student data in program evaluation in support of student learning and student equity ([IB6-08](#)).

Analysis and Evaluation

Santa Barbara City College disaggregates and analyzes learning outcomes and achievement for various student populations. The data analysis is a central part of major college plans, such as the Student Equity Plan and the SBCC Vision for Student Success Goal Alignment Plan. Institution-wide college plans, as well as individual program plans, integrate disaggregated data. When performance gaps are identified, the College implements strategies to address them. The Student Equity Committee and program review processes both address allocation or reallocation of human, fiscal, and other resources to mitigate identified gaps. Regular evaluation of progress toward defined goals is part of both the program review process and processes for updating major college planning documents.

Improvement Plan

Upon the enactment of California Education Code 78222 the Student Equity and Achievement (SEA) program was established. SEA consolidated the Basic Skills Initiative, Student Equity, and Student Success and Support Program funding. The combination of these categorical funds into a single categorical fund disrupted the College's process for allocating or reallocating funds to mitigate and remove equity gaps. By the end of the fall 2021 semester, the Student Equity and Achievement Committee, the body that makes recommendations for SEA fund allocations, will implement:

1. A recommendation process for SEA fund allocation that is based on the Student Equity Plan and the disproportionate impacts identified therein.
2. An evaluation process for initiatives and positions that use SEA funds. Evaluations will be linked to specific equity gaps identified in the Student Equity Plan and may be quantitative or qualitative.

IB.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The Board Policies and Administrative Procedures Committee (BPAP) is the College's committee responsible for regularly reviewing all districtwide policies and procedures governing processes at the institution ([IB7-01](#)). BPAP has an established regular review cycle so that each existing policy and procedure is reviewed at least once every five years. In addition, AP 2410 Board Policies and Administrative Procedures delineates processes for any constituent group to bring back a policy or procedure for additional review at any time. The procedure further stipulates, "At each step along the process, either directly or through committee representation, opportunities are present for constituent input" ([IB7-02](#)).

The program review process is another tool used for the purposes of evaluating practices. At SBCC, program reviews are read and evaluated by a cross-constituent committee, the Program Evaluation Committee (PEC). In order to share feedback on program reviews, in addition to returning individual assessments to specific departments, the PEC prepares an annual report, which it presents to the CPC for review and discussion ([IB7-03](#)). Program reviews are conducted for all instructional, learning support services, and business units at the College ([IB7-04](#), [IB7-05](#)).

The PEC Annual Report includes a summary of the program reviews that were evaluated, an analysis of how program review content aligns with the College's strategic directions and goals, an analysis of key themes from that year's program reviews, and recommendations for how to improve the program review process ([IB7-06](#)).

The program review process is augmented by the regular evaluation of budgets in all organizational units at the College each spring semester. The Budget Resource Allocation Committee (BRAC) is responsible for analyzing department budgets and assessing ongoing needs. Committee members make recommendations for budget adjustments in alignment with college priorities for supporting quality programs for students ([IB7-07](#)).

A survey of members who serve on shared governance committees, which have significant input into institutional practices, is conducted every two years and results are shared with constituents ([IB7-08](#)). The Resource Guide to Governance and Decision-Making is also updated on a regular basis to ensure it reflects currency in describing College committees that play a role in supporting the College's mission ([IB7-09](#)).

Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes. This review occurs at many levels, including through the Board Policies and Administrative Procedures Committee, the program review process, and regular updates of key guidance documents, such as the Resource Guide to Governance and Decision-Making. Members of governance groups which play a role in collegewide decision-making are surveyed every two years to assess perceptions of committee effectiveness. These regular review and assessment practices are aimed at the broader goal of supporting academic quality and accomplishment of the College's mission.

IB.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The Office of Institutional Assessment, Research, and Planning is a primary repository for information about the College's assessment and evaluation processes. Its website includes core documents such as the Educational Master Plan and its annual updates ([IB8-01](#)). Each annual update contains information from immediately prior program reviews, an assessment of the connection between program review activities and the College's strategic directions and goals, and a summary of key data sets relating to student success and achievement ([IB8-02](#)).

Reports on student success metrics are reported to the Board of Trustees on an annual basis ([IB8-03](#), [IB8-04](#)). Evaluation activities are also reported in other college planning documents, such as the Student Equity Plan, which is widely disseminated at the Academic Senate, the CPC, and the Board of Trustees ([IB8-05](#), [IB8-06](#)). The CPC also reviews recommendations for how evaluation activities should be conducted ([IB8-07](#)).

Analysis and Evaluation

The College communicates results of assessment and evaluation activities through the web portal for the Office of Institutional Assessment, Research, and Planning and via presentations at key committees such as the Academic Senate, the College Planning Council, and the Board of Trustees. However, efforts to build a shared understanding of the College's strengths and weaknesses and opportunities to give input on setting priorities could be improved.

Improvement Plan

There are two identified areas for improvement:

1. Data-supported discussion about the College's strengths and weaknesses will be used to set institutional priorities. Initial discussion will start with the Institutional Effectiveness Committee, but communication will be broadened by agendaizing discussions at the CPC and other relevant committees as needed.
2. The strengths and weaknesses of the institution should be disseminated more broadly within core planning groups, such as the CPC. The IEC will begin giving annual reports to the CPC to address this goal. Additionally, each committee with oversight over a core plan will provide an annual report to the CPC on the state of the plan. Reporting will begin in 2021 and continue annually.

IB.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College's mission and the Educational Master Plan (EMP) provide the foundation for the College's evaluation and planning processes. The mission is integral to the EMP, and the EMP includes analyses of the prior program review cycle as well as the connection of various programmatic efforts to the College's strategic directions and goals ([IB9-01](#)). The integrated planning process includes three other key planning documents:

- Facilities Master Plan ([IB9-02](#))
- District Technology Plan ([IB9-03](#))
- Distance Education Plan ([IB9-04](#))

Most recently, the Student Equity Plan has been integrated into planning as well and includes data analysis as the basis for establishing goals ([IB9-05](#)). Plans are reviewed and approved by the CPC ([IB9-06](#)).

The program review process is the primary means by which systematic evaluation occurs. All programs complete a full program review at least once every three years and an update of goals and resource requests annually ([IB9-07](#)). Resource requests are made through the program review process and are assessed by various committees relevant to the type of request. For example, the Planning and Resources Committee reviews equipment requests needed to support educational and student support programs, while the Instructional Technology Committee reviews hardware and software requests that are submitted through program review. The committees have detailed ranking processes for making recommendations regarding resource allocation, and the President's Cabinet rankings also feed into a final recommendation for funding made by the CPC ([IB9-08](#), [IB9-09](#), [IB9-10](#)).

Decisions about human resources are directly connected to planning processes. Data informs decision-making. For example, the faculty ranking process includes multiple hearings at the Academic Senate before a recommendation is made to the Superintendent/President. The Superintendent/President shares final decisions about key hiring decisions at the CPC ([IB9-11](#), [IB9-12](#)).

Analysis and Evaluation

The institution engages in continuous, broad based, systematic evaluation and planning through its program review processes and the development of key planning documents. Short-term planning and resource allocation decisions are part of the annual program review process whereby goals and resource requests are submitted and evaluated by appropriate committees. Longer-term planning is outlined in key resource documents, such as the Educational Master Plan, Student Equity Plan, Facilities Master Plan, District Technology Plan, and Distance Education Plan. Core plans are developed and updated through governance committee structures and with input from cross-constituent groups. Plans are reviewed regularly and updated, with the exception of the Distance Education Plan, which has not been revised since 2017. The College integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses needs for educational programs and services and for human, physical, technology, and financial resources.

Conclusions on Standard IB Academic Quality and Institutional Effectiveness

The College uses student learning outcomes, institution-set standards, and disaggregated data to understand the state of academic quality and institutional effectiveness. Program review ensures that departments review, discuss, and plan using data that provides a deep understanding of program quality and effectiveness. There are three areas where the College is actively working to improve: IB.3 institution-set standards, IB.6 equity driven resource allocation, and IB.8 improved communication of assessment results.

The College has begun addressing each area for improvement and expects a timely implementation. A new set of institution-set standards, incorporating Guided Pathways metrics and institutional effectiveness key performance indicators, has been drafted and will be shared with the campus in spring 2021 for feedback and finalization. The Student Equity and Achievement Committee and the Student Equity Committee have formalized their procedure for identifying equity gaps and allocating resources needed to close these gaps. The first implementation of this procedure is planned for spring of 2021. In coordination with these activities and those specified in the IVA integrated improvement plan, committees with oversight over core plans will begin providing regular updates about progress on the plan and areas of need. These updates will further improve coordination of the College's activities and understanding of institutional effectiveness

Planned Improvement for Standard IB Academic Quality and Institutional Effectiveness

IB.3 Improvement Plan

Leadership in the Office of Institutional Assessment, Research, and Planning will continue regular meetings of the Institutional Effectiveness Committee during the 2020-21 academic year in order to develop and assess updated institution-set standards. By May 2021, a current version of these standards will have been developed and shared with all relevant participatory governance committees. The updated version of institution-set standards will be posted on the college website and annual reports provided to the CPC.

IB.6 Improvement Plan

Upon the enactment of California Education Code 78222 the SEA program was established. The SEA consolidated the Basic Skills Initiative, Student Equity, and SSSP funding. The combination of these categorical funds into a single categorical fund disrupted the College's process for the allocation or reallocation of funds to mitigate and remove equity gaps. By the end of the fall 2021 semester the Student Equity and Achievement Committee, the body that makes recommendations for SEA fund allocations, will implement:

1. A recommendation process for SEA fund allocation that is based on the Student Equity Plan and the disproportionate impacts identified therein.
2. An evaluation process for initiatives and positions that use SEA funds. Evaluations will be linked to specific equity gaps identified in the Student Equity Plan and may be quantitative or qualitative.

IB.8 Improvement Plan

There are two identified areas for improvement:

1. Data-supported discussion about the College's strengths and weaknesses will be used to set institutional priorities. Initial discussion will start with the Institutional Effectiveness Committee, but communication will be broadened by agendizing discussions at the College Planning Council and other relevant committees as needed.
2. The strengths and weaknesses of the institution should be disseminated more broadly within core planning groups, such as the CPC. The Institutional Effectiveness Committee will begin

giving annual reports to the CPC in order to address this goal. Additionally, each committee with oversight over a core plan will provide an annual report to the CPC on the state of the plan. Reporting will begin in 2021 and continue annually.

Standard IB Evidence List

[IB1-01](#) IEC Notes 03-10-2020
[IB1-02](#) SEC Charge
[IB1-03](#) SEC Notes 03-15-2019
[IB1-04](#) PSS Report
[IB1-05](#) English Program Review
[IB1-06](#) Culturally Responsive Pedagogy
[IB1-07](#) COI Notes 09-08-2017
[IB1-08](#) COI Notes 04-13-2018
[IB2-01](#) SLO Webpage
[IB2-02](#) 2019-20 College Catalog
[IB2-03](#) PSLOs Master List
[IB2-04](#) Program Review Cycle
[IB2-05](#) Program Review SLO Question
[IB2-06](#) PEC Assessment of Program Review
[IB2-07](#) SLO eLumen Report
[IB3-01](#) 2014 Educational Master Plan
[IB3-02](#) 2018-19 Institution-Set Standards
[IB3-03](#) IE Website
[IB3-04](#) IEC Charter
[IB4-01](#) AP 3255 Program Evaluation
[IB4-02](#) 2019-2022 Student Equity Plan
[IB4-03](#) Distance Education Plan
[IB4-04](#) Evaluation Athletic Academic Progress
[IB4-05](#) AS Ranking Criteria 09-25-2019
[IB4-06](#) AS Meeting Minutes 09-25-2019
[IB5-01](#) AP 3255 Program Evaluation
[IB5-02](#) Program Review Course Success Data
[IB5-03](#) Program Review, Math
[IB5-04](#) PEC Annual Report
[IB5-05](#) CPC Minutes 05-12-2020
[IB5-06](#) CPC Minutes 08-14-2020
[IB5-07](#) PEC Program Review Proposal
[IB6-01](#) 2019-2022 Student Equity Plan
[IB6-02](#) 2019-2022 VfSS Goal Alignment Plan
[IB6-03](#) Program Achievement Data
[IB6-04](#) Course Success Data
[IB6-05](#) Umoja Webpage
[IB6-06](#) Facilities Safety Agenda 08-27-2020
[IB6-07](#) AP 3255 Program Evaluation
[IB6-08](#) Invite Program Equity Assessment

[IB7-01](#) BPAP Committee Webpage
[IB7-02](#) AP 2410 BPAP Review Timeline
[IB7-03](#) CPC Minutes 05-14-2019
[IB7-04](#) BP 3255 Program Evaluation
[IB7-05](#) AP 3255 Program Evaluation
[IB7-06](#) Program Evaluation Annual Report
[IB7-07](#) BRAC Webpage
[IB7-08](#) Biennial Evaluation CPC
[IB7-09](#) Governance Resource Guide
[IB8-01](#) Core Plan Webpage
[IB8-02](#) EMP Annual Evaluation
[IB8-03](#) BOT Minutes Student Outcomes 11-14-2019
[IB8-04](#) BOT Attachment Student Outcomes 11-14-2019
[IB8-05](#) BOT Agenda 10-10-2019
[IB8-06](#) 2019-2022 Student Equity Plan
[IB8-07](#) CPC Agenda 04-07-2020
[IB9-01](#) Educational Master Plan
[IB9-02](#) Facilities Master Plan
[IB9-03](#) District Technology Plan
[IB9-04](#) Distance Education Plan
[IB9-05](#) 2019-2022 Student Equity Plan
[IB9-06](#) CPC Minutes 12-17-2019
[IB9-07](#) Program Review Guidelines, 2019-20
[IB9-08](#) CPC Resource Allocation Minutes 03-07-2017
[IB9-09](#) CPC Resource Allocation Summary 03-07-2017
[IB9-10](#) CPC Resource Allocation Detail 03-07-2017
[IB9-11](#) AS Faculty Ranking 09-25-2019
[IB9-12](#) Faculty Ranking Criteria

C. Institutional Integrity

IC.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

The Santa Barbara City College Catalog is the primary means by which the College provides information to the public. It includes the mission statement and current descriptions of all educational programs and student support services ([IC1-01](#)). The Catalog Committee meets throughout the year to review catalog content and identify changes needed in the subsequent edition ([IC1-02](#)). More specific information is provided on various webpages on the college website. For example, the learning outcomes cycle and details of student learning outcomes are outlined on the SBCC Student Learning Outcomes webpage ([IC1-03](#)). Course outlines of record are publicly available on the Curriculum Committee webpage. All active course outlines can be viewed to see specifics about course objectives and requirements ([IC1-04](#)).

All documents related to the College's accreditation status are posted on the SBCC Accreditation webpage, including the current status and all of the most recent reports ([IC1-05](#)). Accreditation information about specific programs which have regional or discipline-specific accreditation standards is included on the SBCC website ([IC1-06](#)). The Annual Progress Report for the Educational Master Plan includes student success measures and analyses of programs and is posted on the Office of Institutional Assessment, Research, and Planning webpage ([IC1-07](#), [IC1-08](#)).

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students and prospective students and all people and entities that need information about the institution. The mission statement, learning outcomes, and information about educational programs and student support services are reviewed annually and updated, where appropriate, in the SBCC Catalog. Regular meetings of the Catalog Committee throughout the year ensure that information is reviewed with each publication. The Office of Institutional Assessment, Research, and Planning houses information for students and the public on the College's current accreditation status, as well as prior accreditation reports.

IC.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

Evidence of Meeting the Standard

The Santa Barbara City College Catalog is updated each year and posted to the college website. Students are able to access it through a searchable webpage or by printing relevant sections of the catalog or the catalog in its entirety ([IC2-01](#), [IC2-02](#)). Catalog Checklist Requirements guide

each catalog update ([IC2-03](#)), and the College confirms the accuracy of information ([IC2-04](#)). When course or program modifications or approvals occur mid-year, the Catalog Addendum provides an updated record of those changes ([IC2-05](#)). The complaint process is detailed under the Student Rights section of the catalog ([IC2-06](#)) and Administrative Procedure (AP) 5530 Student Rights and Grievances ([IC2-07](#)).

Analysis and Evaluation

The catalog is updated annually and current policies, procedures, and requirements are included in each edition. When any course or program changes are made during the academic year that will be in effect prior to the subsequent catalog publication, the catalog addendum includes details on all such changes.

IC.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard

The Office of Institutional Assessment, Research, and Planning publicly shares student success metrics on its webpage ([IC3-01](#)). Student success data and an analysis of progress toward goals for improvement are also presented annually at meetings of the Board of Trustees ([IC3-02](#), [IC3-03](#)).

Analysis and Evaluation

The College documents and publicly shares information on student learning and student success metrics in order to accurately communicate academic quality to the public and to current and potential students. This information includes comparison to statewide averages as well as the performance of peer colleges.

IC.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Current information about certificates and degrees is contained in the SBCC Catalog ([IC4-01](#)), and is easily searchable on the college website ([IC4-02](#)). Catalog information includes descriptions of the relevant program's purpose, content, requirements, and student learning outcomes ([IC4-03](#), [IC4-04](#)).

Analysis and Evaluation

The College includes information about the purpose, content, course requirements, and expected learning outcomes for its certificates and degrees.

IC.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Board Policy (BP) and AP 2410 Board Policies and Administrative Procedures describe the process for review of all Board policies and administrative procedures, including the timeline for review ([IC5-01](#), [IC5-02](#)). The Board Policies and Administrative Procedures Committee meets regularly throughout the year to discuss policies and procedures that are due for review, as well as any items brought forward by constituent groups ([IC5-03](#)). Major publications, such as the catalog, are reviewed annually to ensure currency of information ([IC5-04](#)).

Analysis and Evaluation

In order to ensure the accuracy and integrity of all references to the College mission, programs, and services, the College has established a regular review policy for Board policies, administrative procedures, and major publications such as the catalog.

IC.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

AP 5030 Fees contains detailed information about costs associated with attending Santa Barbara City College ([IC6-01](#)). In addition, information about fees and costs are listed on the SBCC website ([IC6-02](#)) and in the college catalog ([IC6-03](#), [IC6-04](#)). Nonresident tuition substantially changes annual total costs for study, and BP 5020 Nonresident Tuition sets restrictions on how frequently such changes can be introduced ([IC6-05](#)). AP 5020 Nonresident Tuition outlines the terms and conditions for nonresident tuition and who is exempt from this cost ([IC6-06](#)). All students can access information about textbook costs on the SBCC Campus Store webpage ([IC6-07](#)), most readily by clicking on the CRN of each course listed on the college schedule. Materials fees are also listed on the schedule of classes ([IC6-08](#)).

Analysis and Evaluation

The College provides information about the total cost of education in a variety of locations to ensure that current and prospective students can easily find it. The college catalog, webpage about fees, and AP 5030 Fees all outline specific costs. Other policies and procedures ensure that information is updated appropriately and disseminated in a timely manner. Textbook costs and required materials fees are easily viewable in the schedule of classes.

IC.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard

BP 4030 Academic Freedom affirms policies on academic freedom and responsibility ([IC7-01](#)). All Board policies and administrative procedures are publicly available on the college website

([IC7-02](#)) and are updated as part of a regular review cycle which adheres to the standards established in AP 2410 Board Policies and Administrative Procedures ([IC7-03](#)).

Analysis and Evaluation

The Board policy on academic freedom provides a clear framework for the essential role that academic freedom plays in affirming institutional and academic integrity. The policy clarifies the College's commitment to the free pursuit and dissemination of knowledge and that intellectual freedom is a right that extends to students as well as faculty. Santa Barbara City College policy explicitly affirms that students should be allowed to express differing points of view.

IC.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

BP 2715 Code of Ethics/Standards of Practice outlines requirements for members of the Board of Trustees regarding ethical standards for their roles, and BP 3050 Institutional Code of Professional Ethics establishes ethical performance standards for all employees ([IC8-01](#), [IC8-02](#)). BP and AP 3550 Academic Integrity describes expectations for academic honesty among students ([IC8-03](#), [IC8-04](#)). AP 4105 Distance Education more explicitly clarifies for faculty members that standards for ethical use of student information and for establishing standards for instruction extend to the online learning environment ([IC8-05](#)).

Analysis and Evaluation

The College has established and publicly makes available policies and procedures that promote honesty, responsibility, and academic integrity. Policies cover the full range of roles at the institution, including Board members, employees, and students. Policies on academic integrity clarify expectations for student behavior and academic honesty, as well as the consequences for violations of existing policies.

IC.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

BP 4030 Academic Freedom outlines the responsibility of faculty to teach in a way that allows for exploration of ideas but is grounded in established knowledge: "The freedom to teach must be joined by a constant effort to distinguish between knowledge and belief. Faculty members should allow the expression of differing points of view, while being careful to avoid the repeated and excessive intrusion of material that has no relation to their subject Matter" ([IC9-01](#)). AP 7151 Evaluation of Faculty establishes the evaluation criterion of demonstration of expertise in academic discipline as one of the central components of the faculty evaluation process. The outlined expectation is that each teacher "imparts current and accurate discipline-specific knowledge and information to students and colleagues" ([IC9-02](#)).

Analysis and Evaluation

Board policies and administrative procedures establish standards for faculty to remain current in their disciplines and to share data and information in a fair and objective manner. As an explicit component of the faculty evaluation process, subject matter expertise is a core requirement for faculty.

IC.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The college catalog includes sections on Student Responsibilities and on Academic Standards, which outline expectations for student conduct ([IC10-01](#), [IC10-02](#)). BP and AP 5500 Standards of Student Conduct also formalize these requirements ([IC10-03](#), [IC10-04](#)). BP 3050 Institutional Code of Professional Ethics establishes expectations for all employees regarding ethical behavior and references specific guidance documents for faculty and students ([IC10-05](#)).

Analysis and Evaluation

Santa Barbara City College has clear and delineated standards of student conduct which are included in the college catalog as well as in Board policy and administrative procedure. General guidelines for professional ethics are provided to all employees as well as students in BP 3050 Institutional Code of Professional Ethics. Both the college catalog and District policies are publicly available on the college website and are updated regularly to reflect current policy, providing prior notice of these policies to all relevant groups.

The College does not take a position on specific beliefs or world views and so provides no such guidance related to these matters.

IC.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable. Santa Barbara City College only has campuses within Santa Barbara County.

IC.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College maintains all documents related to ACCJC accreditation status on its website ([IC12-01](#), [IC12-02](#)). Documentation of updates is also publicly available ([IC12-03](#), [IC12-04](#), [IC12-05](#)).

Analysis and Evaluation

Santa Barbara City College agrees to comply with all ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, as evidenced by the posting of all supporting documentation on the College's website. The College complies with all institutional reporting requirements, participation in team visits, as well as prior approval of substantive changes. When the Commission directs the College to act, it responds to that direction through documentation and preparation of required reports within the time period specified. The most recent Annual Report includes all required information as specified by ACCJC.

IC.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

Santa Barbara City College regularly updates the federal Integrated Postsecondary Education Data System (IPEDS) to include all key data points, including institutional characteristics, enrollment, completions, graduation rates, and finances ([IC13-01](#)). Other external agencies that the College reports to include the ACCJC and accrediting bodies for specific disciplines which have their own regional, state, or national accrediting requirements ([IC13-02](#), [IC13-03](#)). The College makes all program-specific accreditation certifications available on its website ([IC13-04](#), [IC13-05](#), [IC13-06](#), [IC13-07](#), [IC13-08](#), [IC13-09](#), [IC13-10](#)). The SBCC Catalog also contains information about the current accreditation status ([IC13-11](#)).

Analysis and Evaluation

Through its external reporting responsibilities to IPEDS, ACCJC, and its official publications and public postings, such as the college catalog and accreditation certificates for specific programs, Santa Barbara City College demonstrates honesty and integrity in its relationship with external agencies. The affirmation of program-specific accreditations attests to consistent compliance with regulations and statutes. Information regarding accredited status is accurately displayed on the college website.

IC.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

BP 1200 Mission details the priorities of the College, which foremost emphasize support for

student learning. Core principles outlined in this Board policy center on “policies, practices and programs which are student-centered” ([IC14-01](#)). BP 2710 Conflict of Interest mandates parameters for the separation of personal financial interest from professional duties: “Board members and employees shall not be financially interested in any contract made by them in their official capacity” ([IC14-02](#)). AP 2710 Conflict of Interest and AP 2712 Conflict of Interest Code outline in detail prohibited activities and procedures for documenting that employee decision-making is free of personal financial incentive ([IC14-03](#), [IC14-04](#)).

Analysis and Evaluation

Core policies focusing on student achievement and learning guide the institution’s decision-making in support of the College mission. Conflict-of-interest policies and procedures prohibit the influence of personal financial incentives on decision-making processes that impact the College. Financial returns for investors, contributing to a related organization, or satisfying external interests are tertiary to the primary mission of the College, which is to provide a high quality education to its students.

Conclusions on Standard IC Institutional Integrity

Santa Barbara City College is committed to institutional integrity. The College assures the quality of information provided to students and prospective students and all people and entities that need information about the institution. The College has established and publicly makes available policies and procedures that promote honesty, responsibility, institutional and academic integrity, and academic freedom. Focused on achieving its mission and learning outcomes, Santa Barbara City College provides information about educational programs and student support services in the SBCC Catalog, which is regularly reviewed and is updated at least annually with current policies, procedures, and requirements are included in each edition. Relevant information for students and the public regarding the College’s current accreditation status, as well as prior accreditation reports is housed on the College’s website. The College documents and publicly shares information on student learning and student success metrics in order to accurately communicate academic quality to the public and to current and potential students. Santa Barbara City College is committed to ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. The College also demonstrates honesty, integrity, and compliance to federal, state and other accrediting agencies and organizations.

Standard IC Evidence List

- [IC1-01](#) 2019-20 College Catalog
- [IC1-02](#) Catalog Review Process
- [IC1-03](#) Student Learning Outcomes Webpage
- [IC1-04](#) Course Outline CSLO Webpage
- [IC1-05](#) Accreditation Webpage
- [IC1-06](#) Program Specific Accreditation Webpage
- [IC1-07](#) Educational Master Plan Annual Progress Report
- [IC1-08](#) EMP on IR Webpage
- [IC2-01](#) Catalog Webpage
- [IC2-02](#) 2019-20 College Catalog

[IC2-03](#) Catalog Checklist Requirements
[IC2-04](#) Catalog Certification Page
[IC2-05](#) 2019-20 Catalog Addendum
[IC2-06](#) 2020-21 Catalog Student Rights
[IC2-07](#) AP 5530 Student Rights and Grievances
[IC3-01](#) Public Assessment Data
[IC3-02](#) BOT Annual Presentation Assessment Data
[IC3-03](#) BOT Minutes 11-14-2019
[IC4-01](#) 2019-20 College Catalog
[IC4-02](#) Certificates and Degrees
[IC4-03](#) Accounting Assistant Bookkeeper Certificate
[IC4-04](#) SLOs Accounting Certificate
[IC5-01](#) BP 2410 Board Policies and Administrative Procedures
[IC5-02](#) AP 2410 Board Policies and Administrative Procedures
[IC5-03](#) Policy Procedure Review Committee
[IC5-04](#) Catalog Workgroup Agenda 03-31-2020
[IC6-01](#) AP 5030 Fees
[IC6-02](#) Fees Webpage
[IC6-03](#) 2019-20 College Catalog
[IC6-04](#) 2019-20 Catalog Fees Refunds
[IC6-05](#) BP 5020 Nonresident Tuition
[IC6-06](#) AP 5020 Nonresident Tuition
[IC6-07](#) Textbook Costs
[IC6-08](#) Materials Fees
[IC7-01](#) BP 4030 Academic Freedom
[IC7-02](#) BP and AP Webpage
[IC7-03](#) AP 2410 Board Policies and Administrative Procedures
[IC8-01](#) BP 3050 Institutional Code of Professional Ethics
[IC8-02](#) BP 2715 Code of Ethics/Standards of Practice
[IC8-03](#) BP 5550 Academic Integrity
[IC8-04](#) AP 5550 Academic Integrity
[IC8-05](#) AP 4105 Distance Education
[IC9-01](#) BP 4030 Academic Freedom
[IC9-02](#) AP 7151 Evaluation of Faculty
[IC10-01](#) 2019-20 Catalog Student Responsibilities
[IC10-02](#) 2019-20 Catalog Academic Standards Policies
[IC10-03](#) BP 5500 Standards of Student Conduct
[IC10-04](#) AP 5500 Standards of Student Conduct
[IC10-05](#) BP 3050 Institutional Code of Professional Ethics
[IC12-01](#) Accreditation Webpage
[IC12-02](#) ACCJC Status Reports Webpage
[IC12-03](#) ACCJC Midterm Report 2018
[IC12-04](#) ACCJC Acceptance of Midterm Report
[IC12-05](#) ACCJC Annual Report 2020
[IC13-01](#) IPEDS Status Webpage
[IC13-02](#) Accreditation Webpage
[IC13-03](#) Program Specific Accreditation Webpage

[IC13-04](#) Accreditation Nursing Associate Degree
[IC13-05](#) Accreditation Automotive Technology
[IC13-06](#) Accreditation Cancer Information Management
[IC13-07](#) Accreditation Health Information Technology
[IC13-08](#) Accreditation Marine Diving Technology
[IC13-09](#) Accreditation Medical Coding
[IC13-10](#) Accreditation Vocational Nursing
[IC13-11](#) 2019-2020 Catalog
[IC14-01](#) BP 1200 Mission
[IC14-02](#) BP 2710 Conflict of Interest
[IC14-03](#) AP 2710 Conflict of Interest
[IC14-04](#) AP 2712 Conflict of Interest Code

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

IIA.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Santa Barbara City College has 64 academic departments, collectively offering more than 155 associate degree and certificate programs; training in a wide range of technical career fields; and transfer programs that provide the equivalent of two years of lower division study toward the baccalaureate degree ([IIA1-01](#)). The College's increasingly accessible educational programs, offering myriad academic avenues of inquiry and training, support its mission to provide "a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions."

Further, the College offers a growing list of courses via fully online and hybrid modalities throughout the academic year and summer sessions ([IIA1-02](#)) to meet evolving equity needs for educational access amidst students' changing and increasingly challenging scheduling and financial realities. The College currently offers 20 degree or certificate programs completely online ([IIA1-03](#)). Further below, the development of additional distance education addenda to course offerings is described in light of the COVID-19 pandemic.

Regardless of teaching modality, the College's courses are based on a wide variety of recognized fields of study. Further, they are of sufficient content, length, and rigor for the degrees and programs offered and for the upper division courses of study for which they provide preparation. All courses are regularly reviewed by the College's Curriculum Advisory Committee (CAC) ([IIA1-04](#)).

All courses have student learning outcomes (SLOs) that are scored and assessed at the course level and mapped onto program SLOs using the eLumen management system ([IIA1-05](#)). In turn the College regularly reviews course and programmatic goals and outcomes to ensure they are in alignment with the broader institutional student learning outcomes (ISLOs) ([IIA1-06](#), [IIA1-07](#), [IIA1-08](#)). Degree programs and their curricula are designed to provide students with the knowledge and skills to compete successfully in a culturally diverse and global job market. Students who complete the degree demonstrate achievement of ISLOs to think critically and problem solve; communicate clearly and effectively, orally and in writing; to apply quantitative reasoning; develop information and digital literacy; and demonstrate knowledge of significant social, cultural, and environmental issues.

Per recent legislation, AB 705, transfer and college-level courses have been modified (e.g., allotted extra in-class hours, supplemented with optional co-requisite support courses/labs) to provide entry-level students with additional basic skills training in reading, writing, and math skills that were previously covered in developmental courses. The College, in turn, offers and continually refines a student-centered approach to learning by providing comprehensive “wrap around” learning support services at the Cartwright Learning Resources Center, and other tutoring labs on campus to all students ([IIA1-09](#)).

Update Regarding the College’s COVID-19 Response

Toward the close of spring 2020, as its primary COVID-19 response ([IIA1-10](#)), the College expeditiously developed a process ([IIA1-11](#)) to move nearly its entire contingent of credit courses on an emergency basis to fully online instruction. Accordingly, the College applied for and acquired emergency distance education blanket approval to move courses online from the California Community Colleges Chancellor’s Office (CCCCO) for spring 2020, summer 2020 ([IIA1-12](#)), and fall 2020 ([IIA1-13](#)).

With the assistance of the CAC, and a specially-formed CAC Distance Education Help Team ([IIA1-14](#)) of faculty with expertise and training in equity, online accessibility, and distance education (DE), departments were required to submit an Emergency Distance Education Addendum ([IIA1-15](#)) for courses that were not previously cleared through the usual CAC course modification process. This included the submission of a required equity plan for delivering online instruction using humanized best practices that demonstrably promote disproportionately underserved students’ success and retention. To meet the increased demand for quality online instruction amid the on-going public health crisis, the College’s Faculty Resource Center (FRC) staff and a coalition of equity-trained faculty provided a comprehensive series of Zoom video conference and Canvas instructional trainings ([IIA1-16](#)), as well as humanized, culturally-responsive pedagogical training ([IIA1-17](#), [IIA1-18](#)). As of fall 2020, the College offers its full curriculum including a contingent of 475 courses ([IIA1-19](#)) cleared for fully-online asynchronous ([IIA1-20](#)) and synchronous delivery ([IIA1-21](#)). Ongoing efforts support departments’ transitions from emergency to fully established distance education offerings; the College is continually augmenting its capacity to offer courses with greater flexibility and reaffirming its mission to create a student-centered, supportive learning environment.

Analysis and Evaluation

The College meets this Standard by ensuring that instructional programs, regardless of modality, are offered in confluence with the institution’s mission statement. Its curriculum is strongly and

comprehensively supported by equity-minded efforts to increase accessibility. In turn, this demonstrably increases the College's ability to increase: student achievement of identified student learning outcomes at all levels; attainment of degrees from diverse fields of study; certificates; employment; and transfer to programs at other institutions of higher education.

IIA.2

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The College regularly and consistently carries out faculty-led curriculum development, approval, and modification to ensure that course content and pedagogy meet current academic and professional standards. The College follows a 4-semester SLO cycle ([IIA2-01](#)) encompassing development, assessment, and implementation, followed by the development of a course improvement plan (CIP) ([IIA2-02](#)). At the departmental level, faculty--full-time and adjunct--regularly convene, collaborate, and correspond ([IIA2-03](#)) to continually re-evaluate course-level SLOs. The process by which course content and pedagogical practices can then be improved follows analyses of student SLO achievement. As an update and improvement to the CIP writing process and to help coordinate regular faculty participation, the Faculty Resource Center (FRC) has developed resources to guide faculty in the writing and submission of CIPs to the College's eLumen management system and archive ([IIA2-04](#)).

As part of the College's efforts to maintain the currency of its course offerings, each Course Outline of Record (COR) is regularly reviewed by the CAC ([IIA2-05](#), [IIA2-06](#)). This includes an examination of course descriptions ([IIA2-07](#)), updating SLOs ([IIA2-08](#)), determining equivalency between face-to-face and remote instruction ([IIA2-09](#)), and updating course textbooks ([IIA2-10](#)). Course content is also reviewed to ensure that courses are offered at a commensurate level of rigor for pre-collegiate ([IIA2-11](#)) versus college/transfer-level ([IIA2-12](#)) courses.

As of spring 2020, as part of the College's campuswide COVID-19 response, the CAC worked in collaboration with an equity-trained Distance Education Help Team to provide faculty with a series of online training workshops and assistance with modifying courses offered on an emergency basis ([IIA2-13](#), [IIA2-14](#)). This was done to augment the College's capacity to offer courses critical for transfer remotely. The decidedly equity-minded focus of the Emergency DE Addendum (a requirement for offering fully online courses not otherwise permanently approved by the CAC) ([IIA2-15](#)) requires an equity plan to enhance the departments' digital pedagogy. This exemplifies the campus's attempts to address achievement gaps in online learning among historically underserved students.

As part of a summative review, faculty conduct program review on a three-year cycle, using student achievement data, to assess program efficacy by modality and by student equity population

to continuously improve courses and programs ([IIA2-16](#)). In its entirety, this program review process is conducted consistently across academic programs ([IIA2-17](#)), learning support ([IIA2-18](#)) and student services ([IIA2-19](#)). Additionally, department resource requests (e.g., software/hardware) that directly link instructional enhancements with evolving departmental objectives are accepted and reviewed annually on an optional basis ([IIA2-20](#)).

The Program Evaluation Committee (PEC) is charged with analyzing program reviews in order to provide feedback and disseminate best practices to educational programs or administrative units ([IIA2-21](#)). Further, PEC works to ensure due process in program establishment or modification and to inform the College's Educational Master Plan ([IIA2-22](#)). Finally, PEC's recommendations are reviewed by SBCC's Board of Trustees ([IIA2-23](#)) to help inform District policy decisions that impact the College's instructional practices.

Analysis and Evaluation

The College maintains a thorough, faculty-led, collaborative review process for curriculum development, modification, and approval. Department analyses of student achievement, in turn, informs departments' respective program reviews. Accordingly, faculty use these processes to improve instruction and revisit program objectives, thus, ensuring the currency and efficacy of programs in promoting student success. To further advance these processes, the Program Evaluation Committee conducted a recent internal review regarding how to advise and re-envision programs with an equity lens to better serve student needs.

IIA.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Each COR includes course-level outcomes ([IIA3-01](#)). Discussion and review of outcomes occurs at the program level and by the CAC ([IIA3-02](#), [IIA3-03](#)). SLOs are assessed and used in department review for assessment and making course improvements ([IIA3-04](#), [IIA3-05](#)). All syllabi are required to include SLOs ([IIA3-06](#), [IIA3-07](#)) and are archived in the College's Banner system ([IIA3-08](#)).

SLOs are featured on every approved COR, and SLOs are presented on the syllabi for all courses, regardless of modality. In addition, a searchable list of SLOs and their corresponding active CORs are available on SBCC's currIQunet interface, and a publicly searchable general course outline is provided on the college website ([IIA3-09](#)).

An Academic Senate workgroup was formed in spring 2017 to develop SLO development guidelines for all credit programs ([IIA3-10](#)). The general rubric for developing SLOs requires that outcomes for any course synthesize objectives; assess learning and content unique to each course, program, or discipline; and are observable, measurable, and describe what students have learned.

In fall 2016, SBCC's SLO reporting system underwent a significant upgrade. To assist faculty with this transition through the 2015 to 2018 SLO cycle, the following guides were developed by the FRC and Enrollment Services:

- Instructions for Completion of SLOs and CIPs ([IIA3-11](#))
- Visual Guide for Developing Course Improvement Plans ([IIA3-12](#))
- Visual Guide of the eLumen Interface ([IIA3-13](#))

Lastly, a visual guide for assisting departments in developing comprehensive reports of regular faculty participation in SLO assessment and data entry in eLumen has been distributed widely to faculty to ensure the timely collection of student data ([IIA3-14](#)).

SBCC's ISLOs are general, cross-curricular outcomes in the areas of critical thinking and problem solving that define the abilities of an individual who has completed a program. Examples of the College's 2018 instructional program review provide summative results pointing to a close alignment between program and institutional SLO achievement and the award of a degree or certificate ([IIA3-15](#)).

Analysis and Evaluation

The College's commitment to student learning and achievement is demonstrated through its thorough analysis of learning outcomes to improve instruction in all modalities. Furthermore, assessment and analysis of student learning outcomes at course, program, and institutional levels allow for ongoing course improvement. At the instructional/programmatic level, syllabi linking coursework to student achievement of SLOs are regularly reviewed and archived. Ongoing faculty analysis of program success in students' attainment of SLOs as part of the program review process inform department practices and course improvement. Additionally, continual input on course updates are offered by the College's Curriculum Advisory Committee.

IIA.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Santa Barbara City College offers both pre-collegiate and college-level courses. SBCC offers pre-collegiate courses in English, mathematics, ESL, personal development, and finance. Pre-collegiate courses that do not apply toward an SBCC degree are numbered 99 and lower.

Pre-collegiate courses in English and math provide additional practice prior to college-level coursework. These courses are optional; students are not advised to take these courses but they are available for students who choose the additional practice and preparation. The CAC systematically reviews and approves all CORs and as part of that process, evaluates whether courses are appropriately classified as pre-collegiate or college-level. Curriculum effectiveness is continually evaluated through the SLO assessment cycles ([IIA4-01](#)).

Students are informed about the distinction between pre-collegiate and college-level courses in the catalog and in course descriptions in the schedule of classes that note pre-collegiate prerequisite courses needed for college-level courses ([IIA4-02](#), [IIA4-03](#)).

Beginning in 2017, the English, Mathematics, and ESL departments have engaged in extensive work to comply with AB 705 and prepare for implementation dates: fall 2019 for English and math and fall 2020 for credit ESL. Legislation requires a community college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time frame and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. For ESL, AB 705 requires colleges maximize the probability that a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years. The work included both placement and curriculum modifications.

Flowcharts in English and mathematics have been revised and finalized by faculty leadership in each department in consultation with the CAC and counseling faculty, and draft ESL flowcharts continue to be worked on ([IIA4-04](#), [IIA4-05](#), [IIA4-06](#)). The English and math flowcharts, compliant with all AB 705 mandates, are posted on the website and are used by counselors in New Student Class Planning workshops and in individual counseling appointments to inform and advise students. The Math and English departments also provide placement resources for students online ([IIA4-07](#)). The English Department has provided a self-guided slide show that fully explains student options for co-requisite support that can be taken along with college-level English, for which all students are eligible. Regarding ESL flowcharts, the curriculum revisions and course sequencing are still being finalized and will be implemented during the 2020-21 academic year.

In light of AB 705, the English, ESL and Math departments have undertaken extensive research, discussions and collaboration to make the transition to an AB 705-compliant system. This was a primarily faculty driven process. Faculty and the Campus Coordinator for AB 705 Implementation, in conjunction with the Assessment Department, Institutional Research, and Academic Counseling, analyzed data, managed ever-changing information from the Chancellor's Office, and conferred with affected college populations (e.g. DSPS, EOPS) to design the most compliant yet effective placement processes and course sequences, and support co-requisites to ensure student success. Early on, the Campus Coordinator for AB 705 Implementation and the Assessment Coordinator formed an AB 705 leadership workgroup, the Placement and Curriculum Transformation Committee (PCTC). This workgroup included leadership from English, Credit ESL and Math departments as well as other impacted groups across Student Services. The PCTC met regularly to chart progress and discuss next steps, including meeting with different constituent campus groups as well as local high school representatives both to gather input and to educate about changes in the curriculum ([IIA4-08](#)). In addition, the PCTC participated in statewide research and training opportunities, such as the CCCCO-funded Multiple Measures Assessment Project (MMAP) ([IIA4-09](#)) and the RP Group AB 705 Implementation Survey, the results of which were released by the CCCCO in fall 2020.

Effective fall 2020, the PCTC no longer meets as a group. All AB 705 concerns are now housed under the Faculty Partnership for Student Success (FPSS) Committee of the Academic Senate. The Campus Coordinator for AB 705 Implementation is a member of this committee and will regularly report on AB 705 issues and concerns that arise in the second year of implementation

for English and math and the first year of implementation for credit ESL. The FPSS also includes some of the leadership from the former PCTC workgroup, assuring a smooth transition of meeting student needs in light of AB 705.

During the transition, SBCC has regularly informed students about changes in English and math curriculum sequencing through emails and through college portal announcements ([IIA4-10](#)). All employees have also been updated regularly through collegewide emails and through committee presentations ([IIA4-11](#)). In addition, The Campus Coordinator for AB 705 Implementation, along with the Assessment Coordinator and English, Math and Credit ESL faculty, has been working closely with counselors to make sure that students are being advised properly. The PCTC prepared valuable resource materials for counselors to reference when advising students ([IIA4-12](#), [IIA4-13](#), [IIA4-14](#)) and these materials will continue to be managed by the Campus Coordinator for AB 705 Implementation and the Assessment Coordinator.

Analysis and Evaluation

The curricular changes related to AB 705 have eliminated required pre-collegiate coursework in English and math, and revised the sequence of credit ESL coursework. SBCC faculty, administrators, and staff have come together in new and unique ways to implement these changes, and along the way have built stronger communication and collaboration across departments and service areas. This has been a collegewide effort to support students to succeed in college-level curriculum.

Research efforts to determine disaggregated student success, equity outcomes, effectiveness of support options, student needs for additional support, and needs for additional professional development have been significantly impacted during the first year of implementation. The transitions in the first full semester, fall 2019, and the campus closure and switch to distance education mid-semester of spring 2020 due to the pandemic, require some caution in using that data to make any conclusions about the implementation of AB 705 at SBCC. Furthermore, the mandatory campus closure and distance education for all English, math and credit ESL coursework in fall 2020, and likely spring 2021, will not allow for data collection that can be reliable for making any collegewide conclusions about the College's implementation of the legislation and how students will be supported in subsequent semesters. These departments are committed to looking at the limited data collected thus far, but will also wait for more comprehensive data from future semesters when students can be supported on campus with face-to-face instruction and support services.

IIA.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Santa Barbara City College's degrees and programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time to completion, and synthesis of higher learning. SBCC follows all legal mandates for curriculum review and approval as stipulated in state and federal regulations.

Board Policy (BP) 4020 Curriculum and accompanying Administrative Procedure (AP) 4020 specify that all programs and curricula shall be of high quality, be consistent with the mission of the institution and the California Community Colleges, and satisfy all Title 5 regulations ([IIA5-01](#), [IIA5-02](#)). The faculty and the Academic Senate have primacy over curricular matters and the Academic Senate delegates the review and approval of curriculum to the CAC. While the CAC focuses on curriculum and the composition of degree and certificate requirements, another College committee, the Program Evaluation Committee (PEC), defined by BP 4021 Establishing, Modifying, or Discontinuing Programs, and AP 3255 Program Evaluation, is tasked with analyzing proposals to establish, substantially modify, or discontinue programs in accordance with Title 5 regulations ([IIA5-03](#), [IIA5-04](#)). To ensure that SBCC degrees and programs are of the highest quality and rigor, these two committees bring their unique expertise. CAC brings faculty knowledge about the curriculum, and PEC brings broad perspectives and knowledge about college resources and the strategic direction and goals of the College.

CAC has adopted guidance from the Program and Course Approval Handbook from the CCCCCO Division of Academic Affairs, as well as the Academic Senate of the California Community Colleges' publications. CAC produces a manual that helps faculty through the process of proposing a new course or modifying an existing course within an electronic platform, curriQunet, which uses standardized templates and forms ([IIA5-05](#)). CAC meets twice monthly during the fall and spring semesters. Faculty pursuing curriculum changes must follow mandatory steps in preparing their proposals, including a mandatory Technical Review session with the faculty member's CAC Division Representative prior to submitting any proposal ([IIA5-06](#)). CAC members are able to help faculty navigate all pertinent college, state, and federal regulations as they draft their proposals.

In compliance with Title 5 regulations, BP 4100 Graduation Requirements for Degrees and Certificates and accompanying AP 4100 define that all associate degrees require successful completion of a minimum of 60 semester credits, of which at least 18 units must be in the major area or emphasis, and at least 18 units are general education units ([IIA5-07](#), [IIA5-08](#)). AP 4100 further defines the requirements for the associate degree for transfer (ADT), in compliance with the Student Transfer Achievement Reform Act. To support students' timely completion of degrees and certificates, counselors prepare customized plans for students in Degree Works, an online degree audit and educational planning software program. During 2020-21, a new educational planning software program, Degree Planner, will be implemented. In addition, SBCC faculty are undertaking mapping of all degrees and certificates to ensure timely completion. This effort is one component of the Guided Pathways initiative.

Analysis and Evaluation

Santa Barbara City College degrees and programs follow standard practices related to acceptable length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Minimum unit requirements for associate degrees is 60 units. These practices are documented in approved Board policies and administrative procedures and implemented through the Academic Senate and collegewide committees. Discussions have begun to review the philosophy of the College's general education requirements, especially the institutional requirements.

IIA.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

When the Curriculum Advisory Committee proposes and approves courses, it explicitly lists the semesters in which they can be offered based upon a department's program plan that maximizes the chance that a student can complete the program within a specified period of time ([IIA6-01](#)). During the schedule development process, department chairs work with deans to develop class schedules that ensure a sequence of courses will be offered during semesters and summer terms, allowing for program completion within a designated period of time. Awareness of how scheduling impacts student program completion extends to the College's Credit Class Section Cancellation Guidelines, which list completion of a sequence and requirements for degree completion as two of the factors which must be considered when considering whether or not a low-enrolled course should be cancelled ([IIA6-02](#)). Awareness of the course's potential impact on students' educational goals informs class cancellation decisions ([IIA6-03](#)).

Two central documents highlight the College's focus on scheduling diverse and appropriate course offerings in a way that will serve students' needs and allow them to complete program requirements within a reasonable time: the Abbreviated Strategic Enrollment Management Plan (ASEMP) and the District's Strategic Directions and Goals for 2019-2022, as integrated in the College's Educational Master Plan ([IIA6-04](#), [IIA6-05](#)). The ASEMP highlights the College's guiding principle of maintaining "a comprehensive, diverse set of programs that meets students' needs." Two of five of the District's Strategic Directions relate to enrollment planning. Under the Strategic Direction to "Improve Student Learning and Achievement of Educational Goals" is the goal of continuing to develop and implement Guided Pathways. Strategic Direction 3 focuses on achieving enrollment efficiencies to better serve our community and specifically references refining the scheduling process and clarifying and streamlining career and transfer pathways.

Another outcome of the ASEMP included the development of a Strategic Enrollment Management Plan guided by a Strategic Enrollment Management Committee that comprises members from all constituent groups. The charge of the Strategic Enrollment Management Committee encompasses recruitment, enrollment, retention and goal completion for an institution-wide, yet student-centered and fiscally responsible, perspective. The Strategic Enrollment Management Committee is responsible for the Strategic Enrollment Management Plan, review of the academic calendar, FTES and efficiency target recommendations, waitlist practices, and class cancellation guidelines.

Guided Pathways efforts have been a major commitment of the College since February 2017, when the Board of Trustees approved participation as one of 20 early adopters of Guided Pathways, part of the California Guided Pathways project ([IIA6-06](#), [IIA6-07](#)). Work to develop program maps to further help students understand their program pathway and the time to completion for their program had been actively under way between spring 2018 and spring 2020 ([IIA6-08](#), [IIA6-09](#)). Once completed, program maps will be prominently featured on the SBCC website.

The college catalog provides information about courses required for certificate and degree completion as well as information about when those courses are offered ([IIA6-10](#)). Links to program information are also available on the Articulation Office webpage ([IIA6-11](#)).

SBCC undergoes regular evaluation of its schedule to assess needed changes. The Office of Institutional Assessment, Research, and Planning provides several tools that inform such discussions, including real-time data updates on topics relevant to scheduling decisions. Three tools are especially useful for scheduling decisions: FTES and Instructional TLUs, Productivity Analysis, and the Schedule Heat Map ([IIA6-12](#), [IIA6-13](#), [IIA6-14](#)). In addition, Daily Enrollment Reports are emailed to administrators with scheduling responsibility to give them historical and current information about enrollment patterns ([IIA6-15](#), [IIA6-16](#), [IIA6-17](#), [IIA6-18](#)). All of these resources help to inform scheduling decisions.

Further, the College encourages ongoing professional development regarding scheduling and enrollment management. Two deans from Educational Programs attended the Enrollment Management Academy from July 15-18, 2019 ([IIA6-19](#)).

Analysis and Evaluation

The College offers courses at times of day and in sequences that allow students to complete certificate and degree programs within a timeframe consistent with standard practices in higher education. The importance of offering courses in a way that will serve students' needs and allow them to complete program requirements within a reasonable time is specifically recognized in various planning documents. The College's work on Guided Pathways since 2017 continues to contribute to assessing and improving practices around program mapping and course sequencing. Current efforts focus on reviewing programs to assess how scheduling options impact student progress through required sequences. Ongoing progress is being made on scheduling and program mapping with continued improvements expected in 2020-21. Even with ongoing development and assessment of class schedules, there is still room for more fine-tuned enrollment calibration, and the College continues to prioritize schedule management as a key factor in student success and management of college resources. Planned implementation of new educational planning software, Degree Planner, described more fully in the Quality Focus Essay, will increase the College's ability to more clearly link student educational plans with scheduling decisions.

IIA.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Santa Barbara City College provides ongoing faculty professional development through faculty-led initiatives, through the College's FRC, and through the curriculum review process to infuse teaching with equity-focused and culturally responsive training, regardless of teaching modalities. To meet increasing demands for quality instruction at a distance, SBCC's technical support provides robust student-response measures to meet the needs of first-time students who are learning to navigate the College's expanding online infrastructure. Furthermore, the College offers comprehensive tutoring services, increasingly at a distance, to meet the diverse needs of students ([IIA7-01](#)).

SBCC has a proven record of championing equity-forward initiatives, being the recipient of three Department of Education competitive Developing Hispanic Serving Institutions (DHSI) grants. These grants are intended to promote the building of equity-oriented instruction in all modalities. This includes a robust faculty professional development component. The Affective Learning Institute, for example, offers a year-long sequence of multi-day workshops and retreats that promote affect-sensitive teaching methodologies ([IIA7-02](#)); likewise, Courageous Conversations ([IIA7-03](#)) offers an overview of culturally responsive pedagogy for social science, humanities, and STEM disciplines. Above and beyond cultural competency and diversity training, Cross-roads Anti-racism Training offers SBCC faculty, staff, and administrators a comprehensive view of present and historical trends in implicit and overt institutionalized forms of racism ([IIA7-04](#)).

The College's equity efforts extend to success with online instruction. New online instructors are required to complete a training course offered through the FRC ([IIA7-05](#)) and before teaching their first online class. The training ([IIA7-06](#)) addresses how to use learning management system (LMS, Canvas) features to optimize student management, peer-to-peer and instructor-to-peer engagement, and learning. The training also covers Americans with Disabilities Act (ADA) accessibility compliance. Additionally, per AP 4105 Distance Education ([IIA7-07](#)), first-time online instructors are required to work with an experienced online faculty mentor to guide course development and online classroom management.

The FRC also offers other training opportunities throughout the academic year and stands ready to assist instructors with one-on-one training and support as necessary. Some of the activities are eligible for FLEX credit ([IIA7-08](#)) to further incentivize participation in professional development. The FRC's co-director has also worked with faculty to develop a noncredit vocational course, intended to teach faculty how to use online humanizing tools ([IIA7-09](#)) in an effort - in line with the California Community Colleges' Online Education Initiative (OEI) - to address student belongingness needs, community building, and offer other avenues of assessment for skills falling under the rubric of SBCC's ISLOs.

Furthermore, the CAC requires departments to verify that all fully online and hybrid courses, before they are approved for implementation, offer the equivalent of face-to-face instruction, with comparable course content and activities ([IIA7-10](#)). This entails that assessments and regular and effective instructor-to-student and peer-to-peer contact are replicated or augmented for online instruction. Further, department capacity to adequately assign instructional faculty trained and/or mentored in online teaching methodology ([IIA7-11](#)) is reviewed as part of the process for modifying courses for online delivery. Additionally, SBCC's Committee for Online Instruction (COI) regularly meets to review and recommend policies and procedures for the conduct of online instruction and the operation of online courses ([IIA7-12](#)). COI has developed tutorial videos to provide faculty with "kickstart" guidelines on best practices in online instruction.

As time-in-seat increasingly becomes an equity concern for a growing majority of "nontraditional" working adults and part-time students, Santa Barbara City College has expanded its distance learning options to expedite time-to-degree completion ([IIA7-13](#)). The College provides pre-term support for first-time online students ([IIA7-14](#)) and an ongoing tech support/helpdesk.

Beyond technical support, the Cartwright Learning Resources Center (CLRC) ([IIA7-15](#)) serves as the coordinating hub for tutoring, media resources, computer assisted instruction, and learning

skills workshops. Its directors continually offer comprehensive and innovative tutor support with a focus on student-centered, self-directed learning. A regularly updated tutor training manual ([IIA7-16](#)) adds to this student-centered focus a perspective on belongingness, affect sensitivity, developing habits of mind, and a growth mindset. This will become increasingly important as the College focuses on addressing the affective needs of part-time students, first-generation students, and working adults. Tutoring services are a major component of learning support services.

The Tutorial Advisory Committee (TAC) - an Academic Senate Committee chaired by the Faculty Director of Learning Support Services - serves as the coordinating committee responsible for identifying effective uses of tutoring, recommending changes to tutoring practices, and recommending priorities for allocation of tutor funding ([IIA7-17](#)). As an example of how the College addresses the changing needs of its students, the recent changes in English and math curriculum, due to AB 705, has led to TAC's recommendation to prioritize tutoring funds to these two disciplines. Beginning in fall 2020, TAC will be merged with the Partnership for Student Success, another Academic Senate committee to form the Faculty Partnership for Student Success (FPSS) ([IIA7-18](#)). This merger will increase collaboration across initiatives and committees related to learning support services.

As of the 2018 faculty-led Learning Support Services program review ([IIA7-19](#)) and as part of the California Community Colleges OEI, learning support services has piloted NetTutor. On-line tutoring piloted in the Writing Center will continue to be expanded to online tutoring for all courses, including Gateway courses that have Gateway tutors in their face-to-face counterparts. In addition, as detailed below, online tutoring will be offered to all online students through implementation of NetTutor to support online students who, increasingly, are in need of evening and weekend hours.

Analysis and Evaluation

The College continually provides comprehensive faculty professional development with an equity focused lens for both in-person instruction and distance education. The Faculty Resource Center and its director(s) offer multiple avenues and on-going faculty professional development for advancing teaching methodologies in support of student success. This equity focus also extends to the College's offering of comprehensive learning support services, both at the Cartwright Learning Resources Center and, increasingly at a distance.

IIA.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

In the limited cases where department-wide course and program examinations are used, the College uses validated assessment processes that have been evaluated by the CAC and designed to reduce any bias and increase reliability.

Due to changes stemming from AB 705 implementation, the English Department no longer conducts portfolio assessment for its writing courses. However, the English as a Second Language Department utilizes a first-day writing sample to ensure that students whose prior learning

may indicate a higher level than initial placement have the opportunity to move up. ESL writing placement has been validated at the state level ([IIA8-01](#)). The ESL Department also conducts portfolio assessment in all writing courses, which gives students an opportunity to show mastery of material as well as to be considered for skipping levels. Measures to ensure reliability and freedom from bias include norming each semester and rating of portfolios by multiple faculty members. A standardized rubric is used to ensure and enhance reliability ([IIA8-02](#)).

Other programs that utilize program wide examinations include the Associate Degree in Nursing (ADN) program and cosmetology. Though not required courses, the ADN program developed a National Council Licensure Examination (NCLEX) success course to help students better prepare for passing the exam required for securing a nursing license in California. The courses are sequential and are offered each semester of the program ([IIA8-03](#)). Practice topics follow the model of the NCLEX itself. The NCLEX has long been shown to be a reliable test of nursing knowledge ([IIA8-04](#)).

A more comprehensive example of program wide testing derives from the Cosmetology Department, which uses standardized modules from Milady course materials which align with California Board of Barbering and Cosmetology requirements ([IIA8-05](#)). These course and test materials have been validated by the California Board of Barbering and Cosmetology and are used throughout the state as reliable measures of student mastery of cosmetology content ([IIA8-06](#)).

Analysis and Evaluation

Programs that use department-wide testing either rely on tests that have been independently validated by an external agency or that are regularly validated locally with measures in place to ensure reliability and freedom from bias.

IIA.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes, and awards units of credit consistent with generally accepted norms in higher education. All courses offered by the College have a course of record outline with clearly stated SLOs ([IIA9-01](#)). Departments have maintained a three-year course student learning outcomes (CSLO) cycle since the last institutional review. In turn, the campus's Faculty Resource Center has regularly maintained contact with departments to assist in data collection from formative and summative assessments for their respective courses ([IIA9-02](#), [IIA9-03](#)). During the College's three-year SLO cycle, faculty analyze SLO data and develop Course Improvement Plans (CIPs) to promote student attainment of SLOs ([IIA9-04](#)).

SLOs are regularly reviewed and approved by the CAC, which, in turn, assures alignment between course, program (PSLOs), and institutional student learning outcomes (ISLOs). PSLOs are developed

based on CSLOs in courses required to earn a certificate or degree. The institution assesses students' attainment of PSLOs by mapping the CSLOs to the PSLOs. Thus, successful student attainment of SLOs is directly tied to students' completion of a course, and, in turn, certificates or degrees.

A direct link between course credit and learning outcomes is made explicit for students by way of inclusion of CSLOs on syllabi for courses offered through the College. Further, program review is conducted regularly on a three-year cycle and includes reviews and updates of courses and programs ([IIA9-05](#)). Lastly, a formal SLO Coordinating Committee meets a minimum of four times each year to analyze SLO data as they link to PSLOs and ISLOs; and to inform the Faculty Professional Development Committee and the CAC ([IIA9-06](#), [IIA9-07](#), [IIA9-08](#)).

Regarding certificate programs, the College's certificates are awarded on the basis of state or national examinations. Faculty for these certificate programs have matched their SLOs with the criteria established by the state/national entities that provide their respective certification examinations. For example, SBCC's Vocational Nursing (VN) program has aligned its CSLOs ([IIA9-09](#)) with the content and assessments of 'Test Plan' - the National Council Licensure Examination for Practical Nurses (NCLEX-PN®) developed by the National Council of State Boards of Nursing (NCSBN) ([IIA9-10](#)).

Units of credit awarded are consistent with institutional policies and reflect generally accepted norms. BP 4020 Curriculum authorizes the Superintendent/President to establish procedures to assure compliance with credit hour norms ([IIA9-11](#)). Units of credit are awarded based on the formula outlined in AP 4020 ([IIA9-12](#)). This formula aligns with the requirements established by the Chancellor's Office in the Program and Course Approval Handbook. The CAC verifies that the relationship between hours and units is correct during the new course approval process.

The College does not offer any courses based on clock hours.

Analysis and Evaluation

Students who earn degrees and certificates have met a program's learning outcomes. For certificates or degrees that are awarded based on state, national, and/or international examinations or board reviews, departments and programs have integrated their course and program student learning outcomes with state and national criteria.

IIA.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Santa Barbara City College's policies and procedures addressing transfer of credit from other institutions are outlined in the college catalog and on the website ([IIA10-01](#), [IIA10-02](#)). Transfer credit is awarded after evaluating official transcripts from regionally accredited colleges and

universities. Evaluations are conducted by transcript analysts in the Transcript Evaluation Office and the Articulation Office as well as by academic counselors. Transcript analysts and academic counselors review course descriptions and course outlines to determine equivalency and consult with academic faculty as needed. A standing workgroup of transcript analysts and academic counselors meets regularly to discuss a range of matters, including transfer credit policies and procedures ([IIA10-03](#)).

Regarding transferring credit from Santa Barbara City College to four-year universities, SBCC has clear policies and procedures about transfer course articulation described in BP and AP 4050 Articulation ([IIA10-04](#), [IIA10-05](#)). This information is presented in both the college catalog and on the website ([IIA10-06](#), [IIA10-07](#)). Articulation agreements have been developed with University of California and California State University institutions as well as private institutions and out-of-state institutions where patterns of student enrollment have been identified. These articulation agreements are reviewed and updated annually by the articulation officer. The articulation officer routinely updates academic counselors and academic faculty about newly articulated classes or changes to articulation ([IIA10-08](#)).

SBCC also maintains a Transfer Center that offers “programs and services which support the transfer process” and “programs which expand educational opportunities for underrepresented students” ([IIA10-09](#)). The Transfer Center makes transfer information readily available on its website and also offers workshops and other learning opportunities for students ([IIA10-10](#)).

Analysis and Evaluation

Santa Barbara City College has clearly stated transfer-of-credit policies and procedures that support students transferring between institutions. Transcript analysts and academic counselors perform evaluations to confirm that course content of transfer credit is comparable to SBCC coursework. Furthermore, SBCC maintains updated articulation agreements with California public universities as well as with private and out-of-state four-year institutions. With the guidance of the Transfer Center staff and academic counselors and through readily available transfer policies and procedures and articulation agreements, students can seamlessly navigate transfer requirements.

IIA.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All approved programs of study at the College have PSLOs that have been reviewed by the faculty Student Learning Outcomes Coordinator and the Curriculum Advisory Committee ([IIA11-01](#)). Similarly, all approved courses have SLOs, which link to one or more PSLOs ([IIA11-02](#)). In turn, PSLOs connect to the College’s ISLOs.

Between spring 2014 and spring 2015, the College undertook a significant revision of its ISLOs. Led by the Academic Senate, this effort included changes to content and language as well as a campaign that extended from fall 2015 through spring 2017 to heighten visibility, awareness, and

value that stakeholders link with Santa Barbara City College institutional student learning outcomes. This campaign was known as “Make Waves” ([IIA11-03](#)). The current ISLOs reflect the areas of learning outlined in this Standard ([IIA11-04](#)).

Table 57. Skills and Corresponding ISLO

Skill Listed in IIA.11	Corresponding SBCC ISLO (Local numbering appears out of order to match with IIA.11 ordering of skills.)
Communication Competency	II. Communication Students will demonstrate communication skills in reading, writing, listening, and speaking in order to exchange information, ideas, findings, or opinions effectively across disciplines and for varied audiences, with or without assistive devices or persons.
Information Competency	V. Information, Technology, and Media Literacy Students will be able to locate, evaluate, synthesize, and use multiple forms of information employing a range of technologies.
Quantitative Competency	III. Quantitative Analysis and Scientific Reasoning Students will be able to analyze, estimate, use, and evaluate quantitative information using words, graphs, and symbols as well as apply scientific methods to questions regarding observable natural, physical, and social phenomena.
Analytic Inquiry Skills	I. Critical Thinking, Problem Solving, and Creative Thinking Students will be able to define issues, problems, assumptions, or questions; collect relevant information in response to a question or issue; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the consequences of their conclusions.
Ethical Reasoning	4.4 Recognize the social and ethical responsibilities of the individual in society, explaining the value of choosing to interact with respect in differing cultural contexts. 5.4 Identify the legal, ethical, social, and economic rights and responsibilities associated with the creation and use of information in various media and formats.
Ability to Engage in Diverse Perspectives	IV. Social, Cultural, Environmental, and Aesthetic Perspectives Students will be able to demonstrate knowledge of significant social, cultural, environmental, and aesthetic perspectives.
Other	VI. Personal, Academic, and Career Development Students will be able to assess their own knowledge, skills, and abilities; set personal, educational, and career goals; work independently and in group settings; and identify lifestyle choices that promote self-reliance and physical, mental, and social health.

Updated ISLOs and PSLOs are publicly available on the college website, linked to the Office of Institutional Assessment, Research, and Planning ([IIA11-05](#)). The Faculty Resource Center and the Curriculum Advisory Committee also host information about PSLOs and CSLOs on their webpages ([IIA11-06](#), [IIA11-07](#)). The Student Learning Outcomes Coordinating Committee and the software platform eLumen are used to support faculty in connecting these learning outcomes to student success. The eLumen database houses the mapping capacity from course to program learning outcomes.

All approved programs must include PSLOs specific to their individual requirements ([IIA11-08](#)). Faculty are required to list CSLOs on their syllabi, a reminder that appears on each Department Chair Workshop Agenda with links to the required components of a syllabus ([IIA11-09](#), [IIA11-10](#)). Individual departments include PSLOs on their webpages as well ([IIA11-11](#)). PSLO and ISLO information also appears in the college catalog ([IIA11-12](#)). The SLO Coordinating Committee is responsible for the analysis of student performance data for each of the ISLOs and for supporting the development of strategies for improving student attainment of the ISLOs ([IIA11-13](#)).

Assessment of SLOs, PSLOs, and ISLOs are a required part of the program review process. Mandatory questions include reflection on SLO data, an assessment of strategies used to improve SLO performance, and evaluation of how well the program is keeping up with the planned SLO data collection cycle ([IIA11-14](#)).

Attainment of ISLOs and PSLOs is documented for individual students on an institutional level through completion of general education requirements and other program requirements when applying for a certificate or degree ([IIA11-15](#)).

Analysis and Evaluation

All approved programs of study at Santa Barbara City College have PSLOs, which include program-specific outcomes as well as appropriate connections to the larger ISLOs: critical thinking and problem solving; communication; quantitative and scientific thinking; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; and personal, academic, and career development. Ensuring that CSLO, PSLO, and ISLO information is broadly available to all constituents has been a high priority for the College. A student who has completed a degree program at the College has, through the attainment of linked CSLOs and PSLOs, achieved the ISLOs the College and its faculty have identified as essential for graduation.

IIA.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Santa Barbara City College faculty have developed a philosophy of general education that is enumerated in BP 4025 Philosophy and Criteria for Associate Degree and General Education: “The awarding of an associate degree represents more than an accumulation of units. It is a symbol of a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for, and sense of, self-understanding. In addition to these accomplishments, the student should possess a depth of knowledge in a chosen field” ([IIA12-01](#)).

For all associate degrees, SBCC requires the completion of general education requirements. Depending on the degree, students may choose between the local SBCC pattern, the CSU-Breadth, and the Intersegmental General Education Transfer Curriculum (IGETC) ([IIA12-02](#), [IIA12-03](#), [IIA12-04](#)). For all associate degrees for transfer, students must complete the CSU-Breadth or IGETC-CSU pattern.

The philosophy of general education and specific requirements are outlined in the college catalog ([IIA12-05](#)). Faculty determine what courses are included in the local general education pattern through the CAC approval process. The articulation officer and CAC division representatives work closely with faculty who are proposing new courses to determine the appropriate general education category. ISLOs further reinforce these competencies ([IIA12-06](#)).

Analysis and Evaluation

Santa Barbara City College’s philosophy and criteria for associate degrees and general education guide the curriculum. Faculty expertise in subject matter and pedagogy help shape student learning outcomes and competencies appropriate to the degree level. Overall, SBCC’s general education requirements align with the College’s institutional student learning outcomes and aim to ensure that students completing them will be prepared for responsible participation in civil society, will have skills for lifelong learning and application of learning, and will have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

IIA.13

All degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College’s associate degree programs align with the CCCCCO Program and Course Approval Handbook ([IIA13-01](#)), requiring a minimum of 60 degree-applicable units, including a minimum of 18 units in the major/discipline (department requirements) and 18 semester units of general education. The minimum of 18 units in the major represents a focused study or interdisciplinary

core (e.g., multiple related areas of inquiry) ([IIA13-02](#)) that has been approved by the College's Curriculum Advisory Committee ([IIA13-03](#)) to meet standards for transfer of credit and, where applicable, articulation for the major. For example, the associate degree in psychology requires 25 units of departmental requirements composed of psychology courses.

When possible, the associate degree has been designed to prepare students for transfer with the departmental requirements satisfying the lower-division requirements that prepare students for a field of study/major at a CSU, UC, or other regionally-accredited institution of higher education. For example, Antioch University Santa Barbara's bachelor's degree in psychology program accepts 18 semester or more units of credit from SBCC's associate degree for transfer in psychology ([IIA13-04](#)). Similarly, California State University Channel Islands accepts upwards of 18 units for transfer ([IIA13-05](#)). Furthermore, candidates for an associate degree are also required to complete at least 20 percent of the department requirements in residence at SBCC.

Given the importance of facilitating transfer, the state has required the California Community Colleges to develop associate degree for transfer (ADT) programs for each of its associate degree programs. Students who complete these degrees and meet the GPA requirements will be guaranteed admission to a California State University campus. Data from spring 2016 to fall 2018 have shown a clear trend in students adopting transfer-related degrees over their associate-only counterparts ([IIA13-06](#)).

PSLOs are in place for all approved programs, and the SLO revision cycle allows for ongoing attention to the alignment between stated learning outcomes and student learning/achievement. SLOs and PSLOs are reviewed within the curriculum review cycle and analysis is documented for the program review process.

Analysis and Evaluation

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. During the program review process, departments thoroughly review the requirements for degree programs and make adjustments when necessary in consultation with division faculty CAC representation. As a result, degree programs are designed, approved, and regularly reviewed to better facilitate transfer.

IIA.14

Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates from Santa Barbara City College career and technical certificate and degree programs demonstrate professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. This is accomplished through a Process that includes alignment with SLOs and CAC and PEC review. Additionally, career technical education (CTE) faculty consult annually with local industry advisory boards.

All programs maintain SLOs that directly link to employment standards, and these SLOs are connected to course and program requirements ([IIA14-01](#)).

Any new career technical program or modification of an existing career technical program requires review by the CAC. Those which have resource impacts go through an additional level of review at the PEC. Faculty making proposals in career technical areas must attach a detailed analysis of labor market information, as well as documentation of advisory board meetings documenting need ([IIA14-02](#), [IIA14-03](#), [IIA14-04](#)). The PEC holds a hearing with faculty proposing the program before making a decision about approval ([IIA14-05](#)).

Once approved, information about program standards are available in the college catalog and on departmental webpages ([IIA14-06](#), [IIA14-07](#)). For departments preparing students for licensure or certification, pass rates of enrolled students are also publicly shared ([IIA14-08](#), [IIA14-09](#)). All existing career technical programs are required to hold advisory committee meetings at least once per year and to maintain agendas and meeting minutes ([IIA14-10](#)).

In order to learn more about the experiences of students who have completed a career technical program at Santa Barbara City College, the Office of Institutional Assessment, Research, and Planning conducted a pilot survey of recent career technical graduates during the first quarter of 2019 to document the attainment rate of employment within a related career technical field as well as the difference in wages before and after completing the program of study ([IIA14-11](#)). Respondents report that 53 percent had found work very closely related to their field of study and 12 percent closely related, for a total of 65 percent working within their field of training. The change in median hourly wage was reported as \$15.38 before the program and \$24 after program completion.

Analysis and Evaluation

The College ensures that career technical programs are consistent with current professional employment standards and prepare students to successfully complete external licensure and certification requirements. Through a multi-step process of review by the Curriculum Advisory Committee and the Program Evaluation Committee, new and existing programs are assessed for both curricular and professional viability. Existing career technical programs conduct regular meetings with advisory boards. Recent pilot research shows promising outcomes for students post-graduation, and the College is expanding this research in order to be able to more effectively assess programs in support of ongoing improvement.

IIA.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Procedures for the elimination or modification of existing programs are codified in BP 4021 Establishing, Modifying, or Discontinuing Programs and in AP 3255 Program Evaluation ([IIA15-01](#), [IIA15-02](#)). AP 3255 outlines the role of the Program Evaluation Committee, whose charge is to review proposals for program modification or discontinuance. The PEC was established in fall 2014 and comprises a broad cross-constituent group of college stakeholders ([IIA15-03](#)). Programs are those which fit the formal definition outlined in BP 4021 and are required to undergo a program review process every three years. A broad overview of the program review process and

the responsibility of the PEC is also included in the Program Review User Guide which is hosted on the Program Review webpage ([IIA15-04](#), [IIA15-05](#)).

The Academic Senate delegates authority for curriculum matters to the Curriculum Advisory Committee. The CAC documents all program modifications which it approves ([IIA15-06](#), [IIA15-07](#)). When program modifications are primarily curricular and do not involve a change in needed resources, the PEC is involved at the level of the PEC co-chairs who inform the committee of any such curricular modifications. When changes to programs impact resource allocation, the PEC does a more extended analysis and review of the proposed changes.

The PEC regularly reviews its charge and routinely maintains regular minutes of its twice-monthly meetings ([IIA15-08](#), [IIA15-09](#)). Outcomes of the actions of the PEC are reported annually to the College Planning Council ([IIA15-10](#), [IIA15-11](#)). While certificate modifications are somewhat routine matters and so far have been approved at each level of the process, program discontinuance requires much more significant analysis and discussion. If a proposal for elimination of an entire department were to come forward, the proposal for program discontinuance would undergo the comprehensive, multi-step process outlined in AP 3255.

Analysis and Evaluation

The College has clearly delineated processes for program modification and elimination. Although the College has not eliminated any programs within the last ten years, provisions exist in existing policies for assessing potential impacts on students. Should program elimination become necessary in the future, a more concerted planning process to ensure appropriate arrangements for enrolled students would be desirable. The assessment of impacts must include a detailed plan for allowing enrolled students to complete their education in a timely manner with a minimum of disruption.

IIA.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly conducts research to determine the educational needs of students and to incorporate this information into program planning and evaluation. Data are reported in the College's Annual Institutional Effectiveness Report on such measures as preparation of entering and continuing students, progression through basic skills courses, and other key outcome measures on course completion, certificate and degree completion, and transfer rates.

All collegiate, pre-collegiate, and career technical programs complete program review reports on a three-year cycle for academic programs and two-year cycle for CTE ([IIA16-01](#), [IIA16-02](#), [IIA16-03](#), respectively). This review includes recent department history and new/ongoing efforts to improve instruction; collaboration with other departments; programmatic and material needs assessments that enhance learning; and discussion of longer-term goals and progress. Instruc-

tional programs/departments are provided with guides to write comprehensive reports ([IIA16-04](#)). Comprehensive reviews are presented to a program and department review committee for panel questions and comprehensive feedback; the committee validates each report. The Program Evaluation Committee ([IIA16-05](#)) analyzes program reviews and gives feedback to educational programs to enhance student learning and ensure continuous improvement and alignment with the mission.

The College regularly assesses progress toward achieving student learning outcomes ([IIA16-06](#)). At the course level, faculty regularly collect data to assess achievement at the course and program level. Faculty are primarily responsible for developing SLOs at the course, program, and institutional level. At the course level, departments have developed their respective SLOs, and faculty meet to analyze the data and create Course Improvement Plans (CIPS) accordingly. The institutional SLOs have also been developed by faculty through a series of workshops involving a broad range of faculty representing diverse disciplines.

All courses are thoroughly evaluated through the curriculum review process. A standard workflow in CurrIQnet documents the various levels of review that any one course undergoes for modification and updating, including potential delivery via distance education ([IIA16-07](#)). This process is part of the framework of program review, so that faculty can examine and attempt to mitigate the challenges that students face. Research data and faculty dialogue are central in the program review process. Departments review SLO data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plans to increase student learning and achievement.

Analysis and Evaluation

The College meets this Standard. Through regular program review, the institution and its faculty regularly evaluate and update all instructional programs including collegiate, pre-collegiate, career technical, and lifelong learning courses and programs. The process of updating instructional programs applies to all delivery modes, and for each of the educational facilities, Main, Wake, and Schott campuses, in the District.

Conclusions on Standard IIA Instructional Programs

Santa Barbara City College offers a strong array of instructional programs aligned with its mission. Through an assessment of outcomes and set standards, the College ensures that these programs are conducted at levels of quality and rigor appropriate for higher education. The use of a strong student learning outcomes approach and program review process work to ensure the quality of offerings. Ongoing work to ensure currency of curriculum has been improved further by developments occurring through the pandemic, increasing attention on humanizing and equitable practices in curriculum design and provision across modalities.

Standard IIA Evidence List

[IIA1-01](#) Academic Program List College Catalog
[IIA1-02](#) Distance Education Webpage
[IIA1-03](#) Fully Online Programs, Degrees, and Certificates Webpage
[IIA1-04](#) CAC Webpage
[IIA1-05](#) Mapping SLOs Instructions
[IIA1-06](#) Example Course Level SLOs
[IIA1-07](#) Program SLOs Master List
[IIA1-08](#) Institutional SLOs Master List
[IIA1-09](#) Cartwright Learning Resources Center Webpage
[IIA1-10](#) CAC DE Help Team Memo 1
[IIA1-11](#) Emergency DE Addendum Process
[IIA1-12](#) DE Approval CCCOC Summer 2020
[IIA1-13](#) DE Approval CCCOC Fall 2020
[IIA1-14](#) CAC DE Help Team Memo 2
[IIA1-15](#) Emergency DE Addendum
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B. Student Learning Programs and Support Services

IIB.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Board Policy (BP) 4040 Library Services designates the provisioning of library materials of sufficient scope and type to support student success. Administrative Procedure (AP) 4040 Library Services defines the range of considerations that guide materials selection in order to support student learning, including relationship to the curriculum, authority, reliability, scope, treatment, arrangement, format, cost, existing holdings, and readability. Faculty, staff, and student requests for materials are encouraged ([IIB1-01](#), [IIB1-02](#)). Information about library and learning support services is provided in the college catalog and through the college website ([IIB1-03](#), [IIB1-04](#)). Access to online learning resources is available at all times through Luria Library ([IIB1-05](#)).

Library Services has documented its resources as part of its regular program review process. Resources include more than 80,000 print titles, 89 print periodical subscriptions, more than 12,500 eBooks, 54 databases (which provide access to more than 15,000 periodicals), and a robust reserve collection of 1,600 textbooks, other course materials and supplies for study. Technology available to students includes 48 desktop computers in a lab setting, scanners, copiers, and a large contingent of portable computers that can be checked out ([IIB1-06](#)).

Luria Library provides rooms which students can reserve for group study, offers resources and supplies for students with families, houses a small café, and collaborates with student leadership to discover ways to support student learning needs. Professional librarians are available six days a week to support student research and information needs, in person or through virtual reference, during all open hours. Librarians create resource guides and tutorials which are available at any time through the Library webpage ([IIB1-07](#)). Faculty are provided extensive resources in support of their classes, including consulting about research needs and provisioning of information competency and research skills workshops which are collaboratively created ([IIB1-08](#)).

The Cartwright Learning Resources Center (CLRC) also provides extensive services to support student learning, including the Writing Center, general subject tutoring, media and digital resources, computer assisted instructional labs and CLRC Open Computer Lab (also known as the CLRC Commons) and a variety of workshops throughout the year. Recent activities to enhance the quality and range of learning support include:

- Mandatory tutor training workshops and tutor training seminar to connect tutoring that emphasizes learning-centered practice with the classroom

- Tutorial support and training for computer assisted instruction
- Workshops on learning skills open to the entire campus and available in video form
- Workshops on writing skills open to the entire campus and available as videos
- In-class workshops on writing skills or learning skills as requested
- One-on-one computer tutoring to support student academic success
- Collaboration with a team of faculty and staff to further develop online tutoring practices

Tutorial services are a strong component of learning support. In addition to tutoring provided in the CLRC, the College supports more than 20 satellite tutoring locations. In the fall of 2019, the College also integrated access to online tutoring support in the form of NetTutor into every Canvas course shell. NetTutor provides 24/7 access to tutors in many subjects and extended hours of tutoring in others ([IIB1-09](#)).

Learning technologies and computer access is provided in more than 25 computer lab locations associated with relevant programs and services. Over 1,200 computers are available for student use ([IIB1-10](#)). Staff support labs and provide instruction to students in how to utilize software and hardware in the learning spaces.

Analysis and Evaluation

The College supports student learning and success through library and learning support services that include extensive Library collections, both print and electronic, diverse forms of tutorial support, a wide range of computer lab locations and support services, and ongoing training and support for these services available in both in-person and electronic mediums.

The fall 2019 implementation of NetTutor as a default tool available to students on their Canvas webpage extends the hours of tutorial support to 24/7 in many disciplines. In addition, starting in the 2019-20 academic year, the provisioning of Accudemia, a data collection tool for tutoring services, enables more extensive data analysis to assess and adjust tutoring services where there is the greatest need and to positively relate data gathered to student success. The College continues to invest extensive resources in its Library and learning support services to best support student learning. Moving forward, it will be important for the College to solicit input from all constituency groups, especially students, to understand the changing needs for learning support and technology.

IIB.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Library solicits input from faculty, students, and staff when reviewing materials or considering new materials for purchase ([IIB2-01](#)). The Library director also reviews all new and revised courses and programs to determine if new curricular materials are required and consults with instructional faculty members.

The College maintains a general listing of technological resources on its website ([IIB2-02](#)). In particular, the Luria Library and CLRC have dedicated spaces for classes, individual study, tutoring, and small-group study ([IIB2-03](#)).

Luria Library and the CLRC each house a computer lab with Macs and PCs for student use ([IIB2-04](#)). These computers require a login using a current SBCC Pipeline ID and password. Initially as part of a Strong Workforce grant, a complement of Chromebooks were purchased and made available for semester-long checkout by career technical education majors. This has since been made a regular practice of the Library to maintain a supply of Chromebooks for semesterly checkout ([IIB2-05](#)). The Library and the CLRC offer scanners, printers, and copiers. Additionally, the Library regularly maintains a page ([IIB2-06](#)) for frequently asked questions regarding Library print and technological resources and other services.

Luria Library maintains a reserve collection of textbooks used in most courses taught at the College to defray the rising costs of textbooks and, thus, increase access to course materials ([IIB2-07](#)). The Library also offers calculators, headphones, and other instructional materials for short-term checkout as part of the reserve collection.

The Library collaborates with the Disability Services and Programs for Students (DSPS) office to provide assistive technology equipment in the building. The Library has two accessible computers with priority use for DSPS students. Several assistive technologies are currently available. For example, Kurzweil 3000 is a screen reader for learning disabilities. Zoom text, a screen enlarger for low vision, provides variable magnification and text to speech capabilities. JAWS, a screen reader for users who are vision-impaired, provides speech and braille output for most popular software applications. The Optelec Clear View+ system magnifies text and photos with an average zoom range of 2.7X – 72X ([IIB2-08](#)).

The Learning Support Services Director regularly solicits input from staff about materials needed to support learning assistance ([IIB2-09](#)) and then communicates these needs through program review after analyzing usage data ([IIB2-10](#)).

Analysis and Evaluation

The College's dedicated librarians and director regularly solicit input from the campus's faculty, students, and Student Services staff. Community input informs how the Library and its staff can enhance and support instructional needs. The Library and its staff have also leveraged various sources of campus funding and worked in collaboration with other departments and campus initiatives to augment its technological resources - computers, multimedia, and digital peripheral devices - that are critical to meeting students' needs. Additionally, both the Library and the Cartwright Learning Resources Center provide dedicated learning, study, and computing spaces that are essential to a welcoming campus environment for students. That Library staff regularly collaborates with DSPS offers further evidence of the SBCC community's sensitivity to accessibility. The Library and CLRC complement each other in their mutual efforts to provide equitable and supportive learning environments and resources for the success of all students.

IIB.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library Services and Instruction

Luria Library has four full-time librarians and one full-time-equivalent adjunct faculty librarian to cover evening and weekend hours and absences. A complete list of Research and Information Literacy services is offered on the College's website ([IIB3-01](#)). The Library also includes four certificated staff members. This Library team provides a high and wide level of service to an ever-expanding number of users.

The Library maintains and develops an extensive searchable collection of books, eBooks, and journal databases that support the college curriculum and reflect the cultural, linguistic, and ethnic diversity of Santa Barbara City College ([IIB3-02](#)). These resources are available to current students and employees through an authentication process. Library faculty members regularly evaluate resources to ensure curricular needs are being addressed and supported. Usage statistics for both print and electronic resources are evaluated when determining when resources should be added and deaccessioned from the Library.

The Library updated its program student learning outcomes (SLOs) in fall 2017 and used them to assess student learning around these major topics in information literacy in order to assess students' understanding about how:

- information literacy is defined and how novices become experts;
- information is created and what determines credibility;
- information is valued and how power influences information;
- how information is organized and how to find the best information; and
- how research involves asking questions and communication builds knowledge.

Similarly, Course SLOs for Library 101, the one-unit, credit-bearing course offered by the Library, are regularly reviewed. Data is collected every semester accordingly as detailed in the Library Services program review ([IIB3-03](#)) and outlined for Library 101's active course record ([IIB3-04](#)).

Tutoring | Learning Support Centers/Programs

The Cartwright Learning Resources Center offers students access to drop-in tutoring for all subject areas as tutor availability allows at all sites with an emphasis on study skills. The tutors are generally scheduled so that there is a writing, math, and science tutor available for drop-in students at their respective locations on campus ([IIB3-05](#)). Tutoring support includes online tutoring (synchronous) study spaces, internet-connected PCs, tables/desks for student use, and course-embedded tutoring. The mission of the center and all learning support services and programs, e.g., the Writing Center ([IIB3-06](#)), as well as the Math Lab ([IIB3-07](#)), is to provide students and faculty with resources that

will support student-centered learning, particularly in assisting students to become more personally engaged with tutors and other learning resources.

The College also supports embedded tutoring as in-class tutors, face-to-face, or online (see Pisces below), to provide critical support and learning assistance, especially in pathways courses that build cross-discipline transferable skills, such as English and math ([IIB3-08](#)).

Tutor Training

Tutor Training Seminars are regularly held at the tutorial center ([IIB3-09](#)). This is an eight-hour seminar for tutors to learn or enhance their tutoring skills. A training handbook is regularly updated to provide tutors with the latest in tutoring practices ([IIB3-10](#)).

Tutoring Modalities

Pisces, an open-access, online tutoring platform, provides students with access to a network of tutors at SBCC and from neighboring institutions. Working in concert with the CLRC, as of 2015-16, the Writing Center initially offered tutoring services at a distance on an appointment basis only, given higher demand for in-person consultation. However, the demand for tutoring accessibility has increased recently, particularly with the expansion of online classes and fully online degree programs. Currently, the use of Pisces is in a pilot phase to give students wider access to online tutoring.

Evaluation of Tutoring Needs

Between 2018 and 2020, the Tutorial Advisory Committee (TAC) regularly met throughout any given semester and identified effective uses of tutoring, supported by student success data ([IIB3-11](#), [IIB3-12](#)). TAC regularly reviews, reports, and recommends updates to tutoring practices; reviews tutoring budgets; and recommends priorities for allocation of tutor funding ([IIB3-13](#)). Its membership, composed of faculty representatives from disciplines across the College, was charged with the following: educate students and faculty about tutoring services; work with the Learning Support Services Director to review tutoring models currently used; review hiring procedures for tutors; and review and update tutor training. As of 2020-21, TAC was folded into another committee and those responsibilities were transferred to another faculty committee, the Partnership for Student Success (PSS) ([IIB3-14](#)).

Recently, the College implemented the use of Accudemia to track all drop-in tutor appointments in real-time using student ID check-ins. This data collection will be an important factor in developing an understanding of student success in relation to tutoring and to inform conversation about tutoring needs moving forward ([IIB3-15](#)).

Writing Center

The Writing Center is housed in the CLRC and provides staffing, study space, and tutoring across disciplines, in-person, and online ([IIB3-16](#)). As of its tenth year of reporting, the Writing Center assessed its SLOs examining how students across the disciplines proactively prepare for making the most of tutor sessions; demonstrate meta-awareness of writing skill strengths and identification of areas of improvement; and creatively problem-solve in identifying issues raised by tutoring sessions. The results show that 97.4 percent, 98.5 percent, and 98.2 percent of students, respectively, met or exceeded each standard.

Math Tutorial Lab

Housed on the College's West Campus, the Math Tutorial Lab provides tutoring and other support services to all SBCC math students. Computers are available for class-related work. Visitors to the Math Lab continue to have higher course completion rates than non-users (13.8 vs. 12 percent for fall 2015; 11.6 vs. 5.6 percent for spring 2016). Granular data by frequency of visits shows that more visits equal higher success rates, with 86 percent of the students that attend 20 or more times per semester successfully completing their courses ([IIB3-17](#)). Since the last internal review, the Math Tutorial Lab was remodeled with funds from the College's Title III STEM grant to expand its utility for students ([IIB3-18](#)).

Analysis and Evaluation

The College regularly evaluates and updates library and learning support services to assure that they continually meet students' evolving needs, and implements changes/enhancements accordingly. Student attainment of student learning outcomes are evidenced in routine program review of the Luria Library and Cartwright Learning Resources Center's respective student-oriented services, and through reporting of SLO data. Programs in the College's faculty-led Partnership for Student Success have provided regular evaluations of their respective services, demonstrating that students who utilize these services attain higher success rates.

IIB.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, and are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library faculty evaluate the relevance, value, and reliability of all collections and services provided through contractual agreements with entities outside SBCC ([IIB4-01](#)). Library faculty have ongoing discussions with vendor representatives about the resources that are under contractual agreements, attend training and user group meetings, as well as sit on committees.

Since the last internal review, the Library employed the use of a new Library Service Platform (LSP) that streamlines cataloging, acquisitions, circulation, license management and workflows, and a new discovery and delivery tool for library users ([IIB4-02](#)). The Library has ended its formal agreement with Online Computer Library Center, Inc. (OCLC) for Worldshare Management Services, and has joined with 109 (of 116) California community colleges to use Ex Libris products for their library services platform; Alma for cataloging, acquisitions, circulation, license management; and Primo for discovery for library users. Implementation costs, including training and support, as well as the first year's subscription, are funded by the LSP project and overseen by the CCC Technology Center for all participating colleges. This platform is the same utilized by all California State University libraries and some University of California campuses. Thus SBCC students who transfer will have prior experience using it.

The Cartwright Learning Resources Center has renewed its subscription to the Alexander Street Press ([IIB4-03](#)) through academic year 2020-21. This subscription provides the College with access to a database of more than 40,000 full video titles and more than 20,000 hours of video content. This subscription service is annually reviewed for its usefulness and effectiveness.

Analysis and Evaluation

The Luria Library's and Cartwright Learning Resources Center's respective directors and faculty regularly assess the currency, value, reliability, and accessibility of all services. Furthermore, they sufficiently document all formal contractual arrangements.

Conclusions on Standard IIB Library and Learning Support Services

The College ensures meaningful and effective learning support of all students by investing in and maintaining library collections and tutorial support services. The faculty and staff maintain digital and physical resources, and the College offers training for faculty and staff in the use of these resources to support instruction and training for students in support of their learning. These resources are available in both in-person and electronic mediums. The Library and Cartwright Learning Resources Center work with faculty, staff and students to solicit input to enhance and support instructional needs. Funding for these resources are protected and well monitored. The learning and support services are well integrated and provide equitable and supportive learning environments and resources for the success of all students.

Standard IIB Evidence List

[IIB1-01](#) BP 4040 Library Services
[IIB1-02](#) AP 4040 Library Services
[IIB1-03](#) Library Catalog
[IIB1-04](#) Learning Resources Information Webpage
[IIB1-05](#) Library Search Engine Services
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[IIB1-07](#) Tutorials Library Services
[IIB1-08](#) Library Resources Faculty
[IIB1-09](#) NetTutor Access in Canvas
[IIB1-10](#) Computer Resources Webpage
[IIB2-01](#) Program Review Library
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[IIB3-14](#) Partnership for Student Success Agenda 05-08-2020
[IIB3-15](#) Correspondence Regarding Accudemia (LRC Learning Support Director)
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[IIB3-17](#) Math Lab Partnership for Student Success Data
[IIB3-18](#) Federal Grants, Title III Summary
[IIB4-01](#) Student Services Program Review
[IIB4-02](#) Library Services Platform Project
[IIB4-03](#) Cartwright Learning Resources Center Contracts: Alexander Street Press Off-Campus Resources

C. Student Support Services

IIC.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

All student service departments conduct program reviews following SBCC's established three-year cycle ([IIC1-01](#)). The program review process is the mechanism the institution uses to regularly evaluate the quality of service regardless of location and means of delivery. The process incorporates quantitative and qualitative inquiry informed by institutional achievement data and results from student surveys. This process ensures that all services support student learning and are in line with the College's mission. In addition to program reviews, SBCC regularly participates in self-evaluation - via annual program plans and year-end reports, in addition to regular financial and narrative financial reports - of categorical programs as required by the California Community Colleges Chancellor's Office.

Once a department has completed its program review, the program review goes to the Program Evaluation Committee (PEC). The duties and membership of the PEC are outlined in Administrative Procedure (AP) 3255 Program Evaluation ([IIC1-02](#)). The PEC is a collegewide committee tasked with analyzing program reviews in order to give feedback to the department. PEC produces an annual report linking program review to the strategic directions and goals of the Educational Master Plan (EMP) ([IIC1-03](#)). The PEC Annual Report is presented to the College Planning Council (CPC) with any recommendations and is also incorporated in the EMP Annual Progress Update ([IIC1-04](#)).

In addition to the program review process, the Student Services Leadership Advisory Committee (formerly the SSSP/Student Affairs Leadership Committee) meets monthly to review the responsiveness and effectiveness of student support services ([IIC1-05](#)). The Student Services Leadership Committee, chaired by the Dean of Student Affairs, comprises Student Services administrators, faculty, and classified management. This committee assesses the quality of services across all delivery methods, identifies gaps in services, explores new initiatives, and increases communication across student service departments, ultimately making recommendations to the Executive Vice President of Educational Programs.

SBCC's Student Equity Committee (SEC) ([IIC1-06](#)) is also involved in assessing the quality of Student Services as it relates to student equity and achievement. SEC is responsible for writing the Student Equity Plan and evaluating key performance indicators of student equity ([IIC1-07](#)). Currently, the SEC is undergoing a revision of committee composition and charge, along with another committee, the Student Equity and Achievement Committee (SEA) ([IIC1-08](#)). The roles of these two committees and concerns from faculty and staff about representation and inclusivity have been discussed and changes have been implemented.

Another way that SBCC evaluates student support services is through its participation in the statewide Guided Pathways program. As part of that initiative, SBCC has undertaken the Scale of Adoption Assessment (SOAA) to identify barriers to student success ([IIC1-09](#)). In fall 2017, SBCC was selected as among 20 California community colleges taking part in the American Association of Community Colleges' California Guided Pathways Project (CAGP). One component of the CAGP is the administration of the Community College Survey of Student Engagement (CCSSE) ([IIC1-10](#)). Key findings from the CCSSE are being used to improve Student Services.

Evaluating current practices and designing and implementing changes in Student Services will continue to evolve as SBCC implements more Guided Pathways elements. Guided Pathways efforts on campus have involved many faculty, staff, students and administrators on action teams to address such topics as intake and enrollment, meta majors, and program mapping ([IIC1-11](#)). Participants have defined a three-fold guiding philosophy for these efforts:

1. to identify obstacles preventing students from achieving their goals at every step of the journey: from completing their application and steps to enrollment, to attending their first classes, to continuing to their subsequent semesters, to completing their goals of degree, certificate, transfer, personal growth, or graduation;
2. to identify, modify, and fix any and all barriers to success, including processes that can be improved and streamlined, and find ways to make things more clear and understandable for students;
3. to create an environment where each student feels they belong here, that we want them here, and that they deserve to be here.

Guided Pathways has provided a framework for SBCC faculty, staff, and administrators to evaluate student support services to ensure quality and effectiveness regardless of location or means of delivery. The College is working on ways to broaden the adoption of the Guided Pathways framework across campus, including focusing on key elements of Guided Pathways in the Quality Focus Essay.

Analysis and Evaluation

Santa Barbara City College has a robust program review process to evaluate student support services. In addition, the quality of services offered on campus and at a distance is routinely assessed by a standing committee made up of faculty and administrative Student Services leadership.

SBCC has faced challenges related to representation and inclusivity on the Student Equity Committee and the Student Equity and Achievement Committee. In response to these challenges, the charge of these committees were revised and a formal liaison relationship was established in support of improving their efforts to address achievement gaps with students from underrepresented groups.

SBCC has contended with major campus disruptions since 2017, which is the year that work began on the Guided Pathways initiative. Because Guided Pathways is a comprehensive framework that requires transformational change in college processes, the College has been challenged to broadly adopt Guided Pathways. The College contended with devastating fires and mudslides that closed campus in January 2018, racial tension and protests in fall 2018, a campus climate

survey conducted in Spring 2019 that revealed low levels of trust and job satisfaction among employees, and campus closure due to the coronavirus pandemic in spring 2020. Concurrently, the College has experienced an unprecedented number of retirements and new hires in top administrative positions. In light of these disruptions, the College has grappled to implement structural and transformational change, and will continue to work on how to expand Guided Pathways adoption and implementation.

IIC.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Santa Barbara City College regularly assesses learning support outcomes through the program review process that includes student learning outcomes (SLO) assessment for student support services. Student service units undergo program review every three years ([IIC2-01](#)). As part of program review, each student support unit identifies their unit's outcomes and assesses data to continuously improve student support services.

The College also collects data on student outcomes and student satisfaction related to Student Services through student surveys. For example, in fall 2018, the College administered the Community College Survey of Student Engagement's Survey of Entering Student Engagement (SENSE) survey ([IIC2-02](#)).

In response to state requirements, SBCC has developed a Student Equity Plan that is informed by student achievement data and addresses existing achievement gaps through tailored learning support and student services ([IIC2-03](#)). With support of the Student Equity and Achievement Committee, ongoing assessment is built into the plan and regularly conducted to gauge the effectiveness of these services.

SBCC has also conducted assessments of its Student Services through California Guided Pathways Project activities. Broad faculty and staff input has been sought in many ways, with one example being a collegewide In-Service activity to identify barriers to student success and college solutions to those barriers ([IIC2-04](#)). To gather input from students as part of that assessment, the Guided Pathways Student Advisory Council has been set up, composed of a diverse student group that mirrors SBCC student demographics and ethnic groups ([IIC2-05](#)).

Analysis and Evaluation

Santa Barbara City College identifies and assesses learning support outcomes in a number of ways, from the program review process to the collection of student learning outcomes data, to administering standardized student surveys and the development of service plans based on data. Evaluation of student learning outcomes is a continuous and ongoing process. If services are found to be less than effective, then changes are readily made in service delivery to best serve students.

IIC.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

As stated in Board Policy (BP) 5300 Student Equity, SBCC is committed to equity in its educational and co-curricular programs and student support services ([IIC3-01](#)). SBCC offers a broad range of student services on the Main Campus, on the two noncredit campuses, the Wake and Schott campuses that comprise the School of Extended Learning, and online.

The Main Campus serves as a hub for student support services, including Admissions and Records, Assessment/Placement Center, Academic Counseling Center, Transfer Center, Career Advancement Center, Enrollment Services, Financial Aid, Health and Wellness Center (including The Well, which offers support groups and healthy lifestyle workshops), Behavioral Intervention Team (BIT), and Office of Student Life (including Housing) ([IIC3-02](#)).

Specialized support programs also exist on the Main Campus to provide additional support services to students. Some of the specialized support programs offered are: Disability Services and Programs for Students (DSPS), Extended Opportunity Programs and Services (EOPS), California Work Opportunity and Responsibility to Children Department (CalWORKs), Cooperative Agencies Resources for Education (CARE), Guardian Scholars (Foster Youth), the Umoja Center, the Veterans Support Program, the International Student Support Program (ISSP), the Student Athlete Academic Support Program, the STEM Transfer Program (STP), and Math, Engineering, and Science Achievement Program (MESA). Additionally, Santa Barbara City College's on-campus childcare lab facility, Orfalea Early Learning Center, provides reliable child care resources for many low-income families.

Students enrolled in the School of Extended Learning (SEL) programs have access to services on the Main Campus. Students enrolled in the SEL also have access to the following services at the Schott Campus: academic advising and career counseling, orientation and advising for noncredit programs including Adult High School/GED advising, noncredit ESL, the Career Skills Institute, SEL bilingual computer program, and the Career Recovery Program. Noncredit student services also provides transfer assistance to credit programs, and referral to community resources ([IIC3-03](#)).

Students also have access to support services through the college website, by email, and by telephone. Online services include application for admission (CCCApply), Free Application for Federal Student Aid (FAFSA), California College Promise Grant (CCPG), online orientation, new student class planning webinars, online college forms, online registration through Pipeline, and online counseling services available in a number of different ways: telephone, email, web-based intake form, and web-based video appointments (Zoom or Cranium Cafe).

All students have access to web-based tools to support their learning, including Degree Works, an educational planning and audit system, and Starfish, an online early alert system and appointment scheduling system. Academic counselors build students customized semester-by-semester educa-

tional plans in Degree Works ([IIC3-04](#)). As discussed in the Quality Focus Essay, the College is transitioning to Degree Planner, replacing Degree Works. Teaching faculty use Starfish to reach out to students to express concern about class performance or to give “kudos” to students excelling in class ([IIC3-05](#)). Counselors connect with students through Starfish for appointment scheduling, especially students who have been flagged as at risk of failing. The ability of students to schedule their own counseling appointments through Starfish online has significantly increased accessibility of counseling services to all students.

Pipeline, the college portal, is the online hub for Student Services, streamlining college processes for all students, whether they are taking classes in person or online ([IIC3-06](#)). Pipeline includes many resources, such as access to student records, financial aid award information, and the process to order transcripts. It also provides a central location to view college announcements, the academic calendar, college safety information, and discrimination and harassment policies. It also includes an online form for students, faculty, staff, and administrators alike to report a concern about any situation or person at or related to the College ([IIC3-07](#)).

Every three years, all Student Services departments undergo program review to evaluate their services. Part of the program review evaluation is an analysis of services from the perspective of student equity and access. In an effort to center student equity and Guided Pathways in program review, the process is undergoing revision by the Program Evaluation Committee during the 2020-21 academic year.

Another way that the College ensures equitable access to this broad range of support services offered is through the work of the Student Equity Committee. The Committee plays an important role in assessing how effectively instructional programs, services, policies, institutional practices, programming, and training address disproportionate impacts on student populations. The work of the SEC uses an equity lens to assess strategies for dismantling barriers that disproportionately impact different groups of students.

The SEC is charged with creating the Student Equity Plan, a strategic plan for improvement to address the needs of groups of students experiencing disproportionate impacts based on metrics established by the California Community Colleges Chancellor’s Office. AP 5300 Student Equity outlines the required elements of the Student Equity Plan ([IIC3-08](#)). The Student Equity Plan for 2019-2022 includes specific actions and recommendations to increase educational programs and support services to disproportionately impacted student groups ([IIC3-09](#)). These actions and recommendations are based on College data identifying gaps in student outcomes.

The Office of Equity, Diversity, and Cultural Competency plays a central role in the collegewide planning to address student access and success ([IIC3-10](#)). The Office of Equity oversees the Student Equity Plan and assesses progress in meeting defined goals that relate to the achievements of underrepresented student groups. As a part of SBCC’s commitment to fostering opportunity for all students, the Office of Equity coordinates its work with other planning and evaluation processes, including the Educational Master Plan and program reviews. Additionally, the Office of Equity directly coordinates and implements three student equity programs: The Center for Equity and Social Justice, the Food Pantry, and the Umoja Program.

Analysis and Evaluation

All students deserve equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery method. Santa Barbara City College assures equitable access to student services across its three campus locations and online. In response to the COVID-19 pandemic and campus closure, the College quickly pivoted all support services to online and other remote formats. Because SBCC services existed online and remotely prior to the COVID-19 closure, all student service areas were able to quickly and adeptly change their mode of operation. New approaches were also implemented that have proven very successful - many Student Services departments implemented chat features from their webpages and the use of video conferencing with students was employed widespread, whereas before COVID-19, video conferencing with students was not readily used across Student Services. The lasting effect of going online and remote due to COVID-19 is greater access to Student Services through distance methods.

Related to equity and access, the Student Equity Committee; the Student Equity and Achievement Committee; and the Office of Equity, Diversity, and Cultural Competency are charged with strategically planning to meet the needs of groups of students experiencing disproportionate impact in achievement both in student support and instructional areas. Ongoing and regular evaluation of student support services and their impact on student outcome metrics assures that SBCC is offering appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method, with special attention to those student groups that have historically experienced disproportionate impact.

In 2019-20, SBCC worked to reorganize the structure of the Student Equity Committee to address faculty and staff concerns about a lack of representation and inclusive involvement on the committee and in the writing of the Student Equity Plan. These efforts will be on-going to ensure that the Student Equity Committee and the Student Equity Plan are effective in addressing the needs of historically marginalized students.

As the needs of students change, Santa Barbara City College remains flexible and responsive so that student services are accessible, especially to nontraditional students. To ensure equitable access, ongoing analysis of student needs, usage, and modality should be undertaken. Reviewing student-use data and surveying students directly about when and how they seek out student services could improve overall accessibility.

Improvement Plan

While individual student service units routinely assess their offerings, the College recognizes the importance of expanded integrated planning for Student Services to provide a more seamless student experience. The Student Services Leadership Advisory Committee, in collaboration with the Office of Institutional Assessment, Research, and Planning and Guided Pathways representatives, will design a process to assess needs, particularly for nontraditional and underrepresented populations, and design metrics that evaluate the effectiveness of student support services, especially as the metrics relate to supporting disproportionately impacted students. Additionally, Student Services leadership will continue to improve collaboration with noncredit students and programs to support services offered at all campuses.

IIC.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College offers a wide range of co-curricular programs, many of them organized or promoted by the Associated Student Government (ASG), Student Life, International Student Support Programs, and by the Office of Equity, Diversity, and Cultural Competency ([IIC4-01](#), [IIC4-02](#), [IIC4-03](#), [IIC4-04](#)). Club activities are consistent with the educational mission. For example, the American Ethnic Studies Club Charter outlines its goal of promoting “a more unified society of peoples living together in harmony and with appreciation and acceptance of the people's cultures” ([IIC4-05](#)).

Two annual events that illustrate connections to the college mission and social and cultural components of student education are the Leonardo Dorantes Lecture and the Faculty Lecture. The Leonardo Dorantes lectures features a speaker who addresses issues of racial and ethnic diversity in society, politics and culture. The 2018 Dorantes lecturer was Patrisse Cullors, co-founder of Black Lives Matter ([IIC4-06](#)). The annual Faculty Lecture links directly with a discipline on campus to address a scholarly topic of general interest. The 2019-20 faculty lecturer is Ignacio Ponce, who was scheduled to discuss the discipline of American Sign Language ([IIC4-07](#)). This lecture was postponed due to the COVID-19 campus closure and will be rescheduled for a later date.

Athletic programs are another co-curricular offering. Santa Barbara City College has nine men's sports teams and 11 women's sports teams. Each team is led by a faculty coach, and the entire Athletics Program is organized and supported by a full-time Athletic Director ([IIC4-08](#), [IIC4-09](#)).

Oversight of co-curricular and athletic offerings is provided through supervision and support of a full-time employee. BP and AP 5400 Associated Student Government document requirements for the ASG and for activities it conducts. All clubs associated with the ASG must have a full-time faculty or staff advisor who ensures that club activities comply with college policies and are suitable for the educational mission ([IIC4-10](#), [IIC4-11](#)). BP and AP 5420 Associated Student Government Funds establish policies and procedures for accounting for and auditing all funds associated with ASG activities ([IIC4-12](#), [IIC4-13](#)).

Analysis and Evaluation

Co-curricular programs and athletics programs are consistent with the College's mission and augment the social and cultural components of students' educational experiences. All such programs are supported by a full-time employee who is responsible for ensuring activities are consistent with college policy and procedure and support the educational goals of the College. Financial oversight of programs is provided for by the supporting staff member, as well as by the Office of Business Services, which is responsible for auditing all expenditures associated with college activities. Robust annual offerings that are appropriate to Santa Barbara City College's goals and consistent with institutional integrity augment the educational experiences of students.

IIC.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

SBCC supports student development by offering a wide range of counseling and advising services to both on-campus and online students. Through one-on-one appointments in person and by video conference, workshops, classroom presentations, and phone and email exchanges, academic counseling faculty assist students with decisions related to their career aspirations, educational goals, academic planning, and personal and social choices. Academic counselors also support student development through active involvement in college committees and through collaboration with instructional faculty and administrative staff. In addition to academic counselors, other specialized counselors are available in the areas of mental health, career guidance, and disability services.

To ensure they understand the academic requirements necessary to reach their goal, students are assigned a counselor according to the major they declare or the special program in which they are enrolled. Academic counselors are integrally involved in a broad range of programs such as Extended Opportunity Programs and Services (EOPS), English as a Second Language (ESL); Honors Program; International Students Support Program (ISSP); Mathematics, Engineering, Science Achievement (MESA) Program; Science, Technology, Engineering, Math (STEM) Transfer Program; Student Athlete Academic Support Program; Transfer Academy (TA), Transfer Achievement Program (TAP), and Umoja. In all of these programs, academic counselors work closely with instructional faculty and staff to offer tailored support services.

Personalized, timely, and accurate counseling to all students is important to ensure student success. An adequate number of academic counselors is critical to be able to provide quality counseling support. While some students are served by counseling faculty who work in programs outside of the Academic Counseling Center, over 90 percent of students are served by counseling faculty within the Center. As of October 2020, with approximately 22 full-time-equivalent counseling faculty (16 full time faculty plus adjunct faculty with hours equivalent to six full-time faculty), the Academic Counseling Center provides counseling services to 12,800 students, equating to a caseload of 564 students to 1 counselor. While this ratio is still higher than the ratio recommended by the Academic Senate for California Community Colleges' Consultation Council Task Force on Counseling of 370 to 1 ([IIC5-01](#)), significant progress has been made to reduce the ratio, which was close to 1,000 to 1 prior to fall 2014. One thing that contributed to the lower ratio was the hiring of five additional full-time counselors in fall 2014 with Student Success and Support Program (SSSP) funding. In addition, over the last five years, overall college enrollment has trended downward, which has gradually reduced the student to counselor ratio as well.

All new-to-college students are required to participate in orientation, coordinated by the Enrollment Services department, and in counselor-run class planning workshops ([IIC5-02](#)). Each student leaves the workshop with a customized, counselor-approved, abbreviated educational plan

within the College's educational planning software program ([IIC5-03](#)). To provide counseling support to prospective high school students, academic counselors visit each of the regional high schools once a month and meet with interested students, working closely with the high school guidance counselors. Academic counselors conduct class planning workshops at the local high schools in spring. Once enrolled, all new students are encouraged to meet with their assigned counselor each semester and maintain an up-to-date, comprehensive, semester-by-semester plan. Examples of educational materials that academic counselors use with students include the catalog, general education sheets, and advising guides by field of study ([IIC5-04](#)). Continuing students, new transfer students, and returning students are also assigned counselors and encouraged to meet with their counselors regularly.

Workshops and classroom presentations are a way to educate larger numbers of students than can be accommodated in one-on-one appointments. For example, "Transfer 101" workshops are held throughout the academic year to educate students about the different types of transfer schools and their associated requirements ([IIC5-05](#)). Transfer Admission Guarantee (TAG) workshops and UC and CSU application workshops are also offered out of the Transfer Center. A robust range of career-oriented workshops are offered through the Career Center, including "Figure Out Your Major" and "How to Get Hired", as well as guest speaker panel presentations on specific career paths.

Through the program review process and through the collection and analysis of student learning outcome (SLO) data, counseling and advising services are evaluated on an ongoing basis to identify gaps and areas for improvement ([IIC5-06](#)). Analysis of SLO data from one-on-one counseling sessions and from counselor-run workshops shows that counselors are using effective practices to help students understand academic requirements and know the next steps to take to reach their goals.

SBCC is committed to the professional development of all faculty, including academic counselors. Counselors are given the same opportunity for paid professional development as instructional faculty. The professional development obligation for all full-time faculty is 60 hours, composed of 16 mandatory hours on the three days plus 44 individual hours ([IIC5-07](#)).

Counselors undergo comprehensive and ongoing training on academic requirements, including graduation and transfer policies. Weekly meetings for counselor training and information dissemination are held ([IIC5-08](#)). Different departments that house counselors all conduct department-specific training sessions on a regular basis as well. These departments include the Transfer Center, Career Center, Health and Wellness Center, DSPS, and EOPS.

Related to human resources, hiring and retaining counseling faculty and Student Services staff who come from a broad range of racial and ethnic backgrounds and sexual orientations, especially in the Academic Counseling department, is important to the success of all students. As an institution dedicated to addressing equity achievement gaps, recruitment and hiring practices are in place to diversify the Student Services faculty and staff.

Analysis and Evaluation

Santa Barbara City College recognizes the importance of timely and accurate guidance for students related to academic requirements, including graduation and transfer policies. Counselors are not only available for general academic, career, and mental health counseling through one-on-one sessions and workshops, but are also integral members of many specialized programs on

campus to broaden access. The College supports the professional development of counselors by providing dedicated hours of paid training annually for all counselors. Equitable and inclusive practices remain a central priority in all Student Services faculty and staff recruitment and hiring.

The Guided Pathways framework calls for counselors and advisors to closely follow students' progress and help students feel connected and engaged with the College. Furthermore, the College's Student Equity Plan also calls for ongoing and more frequent contacts between students and their counselors. The research is clear that the more a student connects with their counselor, the more engaged they are in their education. While the overall caseload of counseling faculty in the Academic Counseling Center has gone down since 2014, there is a need to further reduce counseling caseloads so that all students receive the intensity and frequency of counseling to stay on track to graduation.

IIC.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Santa Barbara City College's admissions policies are published in the college catalog and on the College's website ([IIC6-01](#), [IIC6-02](#)). To enroll at the College, a student must satisfy the published requirements.

Revised in January 2020, the College's mission statement outlines the core purpose and focus of the institution:

As a public community college dedicated to the success of each student . . .

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student. ([IIC6-03](#))

Core to the admissions policy is a commitment to open enrollment for all students, except when special program requirements, state law, or college regulations otherwise limit enrollment. For example, due to the cohort nature of the Cosmetology Program, prospective students are required to attend a Cosmetology Academy orientation and fill out a supplemental admissions form prior to admission. Information regarding programs with special admissions requirements are readily available in the catalog as well as on departmental webpages ([IIC6-04](#), [IIC6-05](#)).

The college catalog is updated annually and provides information on degree, certificate, and transfer requirements ([IIC6-06](#)). During counseling appointments, students are given customized semester-by-semester plans, which are accessible electronically through the college portal. These

plans take into account many elements, including placement levels, transfer credit, and Advanced Placement scores, as well as whether a student wants to commit to a full-time or part-time course load. The College also utilizes student program advisors and coordinators who support students' access to academic programs and their continued success in those programs. Student program advisors work in Financial Aid, EOPS, the International Student Support Program, the Office of Student Life, Umoja, School of Extended Learning, STEM Transfer Program, MESA, Enrollment Services, and Dual Enrollment.

As part of the Guided Pathways Initiative, work is underway to build program maps, which are recommended semester-by-semester templates for all associate degrees and certificates. Counselors and instructional department chairs are working collaboratively to design program maps to illustrate the most efficient timeline to program completion ([IIC6-07](#)). Once fully vetted by instructional faculty and counselors, the program maps will be available to students on the website and will be used as advising tools to new students during class planning workshops.

Analysis and Evaluation

Santa Barbara City College's admissions policies are consistent with its mission and clearly specify the qualifications for various programs. The College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. These efforts have been augmented by work on the Guided Pathways Initiative, which includes ongoing work to develop program maps for students. The College recognizes the importance of program maps for students and has outlined steps to prioritize these efforts in the Quality Focus Essay.

IIC.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Santa Barbara City College is an open access institution, admitting any person possessing a high school diploma or its equivalent or other persons 18 years of age or older, who are capable of benefiting from instruction ([IIC7-01](#)). In addition to meeting these standards for admission to the College, students wishing to enroll in a specialized course of study must satisfy additional admissions requirements. SBCC offers the following programs with additional admission requirements: associate degree in nursing, licensed vocational nursing, certified nursing assistant, home health aide, radiography, diagnostic medical sonography, emergency medical technician, and marine diving technology.

Admission requirements for special programs have all been evaluated by the Curriculum Advisory Committee to ensure compliance with Education Code and Title 5 regulations. The Associate Degree in Nursing program uses a multi-screening criteria for admission that complies with California Education Code Section 78261-78261.5 ([IIC7-02](#)). Similarly, the other allied health programs all use admission criteria that comply with relevant regulations. All special admissions criteria have undergone validation and disproportionate impact studies.

In response to California Assembly Bill 705, SBCC has eliminated math and English assessment instruments. AB 705 encourages placement in college-level courses to reduce the time students

spend taking developmental courses. SBCC has developed an alternative method to determine placement into English and math courses, using self-reported high school grades and coursework ([IIC7-03](#)). The adopted methodology is in line with the RP Group's Multiple Measures Assessment Project (MMAAP) recommendations and the California Community Colleges Chancellor's Office guidance and instruction and therefore has been validated and assessed for disproportionate impact at the California Community Colleges system level ([IIC7-04](#)).

Analysis and Evaluation

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

IIC.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

BP and AP 3310 Records Retention and Destruction provides that all records are retained securely, no matter whether they are in electronic, paper, or another format ([IIC8-01](#), [IIC8-02](#)). Secure backup of electronic data files are performed on all production systems and stored to a Quantum disk appliance daily. These backups are transferred to a secondary disk appliance in real time and kept on both disk appliances for one month. After one month, the data is securely transferred to Amazon Web Services (AWS) and encrypted. Using Oracle RMAN technology, SBCC can securely recover data to a point in time within seven days. Access to these systems is granted based on staff position and scope of responsibility and is password protected.

Exclusively paper-based student files are physically stored in Admissions and Records with access controlled by electronic locks. The list of those with access is regularly reviewed and maintained by the Director, Admissions and Records. Physical access to the vault where paper records are stored is also controlled by electronic key card access. The Admissions and Records office is alarmed during non-business hours, and the alarm code is only known to SBCC security.

BP and AP 5040 Student Records, Directory Information, and Privacy guide practices around records retention and outlines the specific conditions under which records may be released. Application of the Federal Rights and Privacy Act (FERPA) and the annual notification to students of their rights under FERPA are outlined in these procedures ([IIC8-03](#), [IIC8-04](#)).

AP 5045 Student Records: Challenging Content and Access Log outlines procedures a student would follow if any part of the official student record seems inaccurate and needs correction ([IIC8-05](#)). Additional policies and procedures uphold standards for preventing identity theft and for further safeguarding student records and privacy ([IIC8-06](#), [IIC8-07](#), [IIC8-08](#), [IIC8-09](#)). Students also have the right to request nondisclosure of directory information ([IIC8-10](#)).

Staff receive routine training on maintaining student records and confidentiality annually at a minimum ([IIC8-11](#)). Written reminders of FERPA requirements are also shared with both staff

and faculty each year ([IIC8-12](#), [IIC8-13](#)). In order for student records to be released, a student must fill out a formal written request authorizing sharing that information with a designated person or entity ([IIC8-14](#), [IIC8-15](#)). Forms are publicly available on the Santa Barbara City College Admissions and Records webpage and in person in the Student Services Building ([IIC8-16](#)). Compliance with the outlined procedures ensures that student records are securely stored and only shared under specifically designated conditions if appropriate.

Analysis and Evaluation

The College has detailed policies, procedures, and practices that ensure that student records are maintained permanently, securely, and confidentially. Backup of files is maintained regardless of the form of those files, whether paper or electronic. Board policies, administrative procedures, information on the college website, and formal training protocols all reinforce the established policies for release of student records.

Conclusions on Standard IIC Student Support Services

Santa Barbara City College offers excellent support services for students in support of the College's mission. The College regularly reviews student support services through program review, learning outcomes assessment and with support of a standing committee made up of faculty and administrative student services leadership. Co-curricular programs and athletics programs are consistent with the College's mission, augment students' educational experiences, and are appropriately overseen and supported financially. Santa Barbara City College's admissions policies are consistent with its mission, specifying the qualifications for various programs, and its admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College provides equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery methods across its three campus locations and online. Because college services existed online and remotely prior to the COVID-19 closure, all student service areas were able to quickly and adeptly change their mode of operation. Many of the most effective improvements developed during the pandemic will be maintained once it is resolved. The lasting effect of going online and remote due to COVID-19 is greater access to Student Services through distance methods.

Student Services' programs offered at Santa Barbara are derived from the College mission, and support students who seek to "enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions." As the College strives to foster "an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student," efforts to deepen disaggregation and further analysis of student data will continue. The fruit of that work will add to efforts to complete pathways clarity and support for students with an eye toward increased completion, particularly for previously underserved and disproportionately impacted students.

Planned Improvement for Standard IIC Student Support Services

IIC.3 Improvement Plan

While individual Student Services units routinely assess their services, the College recognizes the importance of expanded integrated planning for Student Services to provide a more seamless

student experience. The Student Services Leadership Advisory Committee, in collaboration with the Office of Institutional Assessment, Research, and Planning and Guided Pathways representatives, will design a process to assess student needs, particularly for nontraditional and under-represented populations, and design metrics that evaluate the effectiveness of student support services, especially as the metrics relate to supporting disproportionately impacted students. Additionally, Student Services leadership will continue to improve collaboration with credit students and programs to support services offered at all campuses.

Standard IIC Evidence List

- [IIC1-01](#) Program Review User Guide
- [IIC1-02](#) AP 3255 Program Evaluation
- [IIC1-03](#) Program Evaluation Committee 2018-19 Annual Report
- [IIC1-04](#) Educational Master Plan Annual Progress Report Fall 2019
- [IIC1-05](#) SSSP/Student Affairs Leadership Meeting Minutes 04-18-2019
- [IIC1-06](#) Student Equity Committee Webpage
- [IIC1-07](#) Student Equity Committee Composition
- [IIC1-08](#) Student Equity and Achievement Committee Webpage
- [IIC1-09](#) Guided Pathways Scale of Adoption Assessment 02-23-2020
- [IIC1-10](#) Community College Survey of Entering Student Engagement (SENSE) Survey Results
- [IIC1-11](#) Guided Pathways Presentation to the Board 05-19-19
- [IIC2-01](#) Example of Student Services Program Review: Academic Counseling
- [IIC2-02](#) Community College Survey of Entering Student Engagement (SENSE) Survey Results
- [IIC2-03](#) 2019-2022 Student Equity Plan
- [IIC2-04](#) Fall 2018 Guided Pathways In-Service Activity Results
- [IIC2-05](#) Guided Pathways Student Advisory Council Report 2018
- [IIC3-01](#) BP 5300 Student Equity
- [IIC3-02](#) Student Services Webpage Listing
- [IIC3-03](#) School of Extended Learning Student Services Webpage
- [IIC3-04](#) Degree Works Webpage
- [IIC3-05](#) Starfish Early Alert Webpage
- [IIC3-06](#) Pipeline Portal
- [IIC3-07](#) Report a Concern Online Form
- [IIC3-08](#) AP 5300 Student Equity
- [IIC3-09](#) 2019-2022 Student Equity Plan
- [IIC3-10](#) The Office of Equity, Diversity, and Cultural Competency Webpage
- [IIC4-01](#) ASG Activities
- [IIC4-02](#) Office of Student Life, Activity Pass Information
- [IIC4-03](#) International Student Support Programs Activities
- [IIC4-04](#) Office of Equity, Diversity, and Cultural Competency Activities
- [IIC4-05](#) American Ethnic Studies Club Charter
- [IIC4-06](#) Leonardo Dorantes Lecture
- [IIC4-07](#) Faculty Lecture
- [IIC4-08](#) Athletics Webpage
- [IIC4-09](#) Athletic Director Information
- [IIC4-10](#) BP 5400 Associated Student Government
- [IIC4-11](#) AP 5400 Associated Student Government

[IIC4-12](#) BP 5420 Associated Student Government Funds
[IIC4-13](#) AP 5420 Associated Student Government Funds
[IIC5-01](#) Consultation Council Task Force on Counseling Report
[IIC5-02](#) New Student Class Planning Presentation
[IIC5-03](#) Degree Works Step-by-Step Guide
[IIC5-04](#) Communication Field of Study Advising Guide
[IIC5-05](#) Transfer 101 Workshop Presentation
[IIC5-06](#) Academic Counseling Program Review 2017
[IIC5-07](#) AP 7160 Professional Development
[IIC5-08](#) Counseling Meeting Agendas/Notes 2018-19
[IIC6-01](#) Admissions Policy, College Catalog
[IIC6-02](#) Admissions Policy, Admissions Webpage
[IIC6-03](#) SBCC Mission Statement
[IIC6-04](#) Certified Nursing Assistant Program, SBCC Catalog
[IIC6-05](#) Cosmetology Program Webpage
[IIC6-06](#) Programs of Study, College Catalog
[IIC6-07](#) Program Mapping Presentation
[IIC7-01](#) BP 5010 Admissions and Dual (Concurrent) Enrollment
[IIC7-02](#) Associate Degree Nursing Multi-Screening Criteria for Admission
[IIC7-03](#) AB 705 Information on SBCC Assessment Center Webpage
[IIC7-04](#) Chancellor's Office Memo on AB 705 Implementation
[IIC8-01](#) BP 3310 Records Retention and Destruction
[IIC8-02](#) AP 3310 Records Retention and Destruction
[IIC8-03](#) BP 5040 Student Records, Directory Information, and Privacy
[IIC8-04](#) AP 5040 Student Records, Directory Information, and Privacy
[IIC8-05](#) AP 5045 Student Records: Challenging Content and Access Log
[IIC8-06](#) BP 5800 Prevention of Identity Theft in Student Financial Transactions
[IIC8-07](#) AP 5800 Prevention of Identity Theft in Student Financial Transactions
[IIC8-08](#) BP 5040 Student Records, Directory Information, and Privacy
[IIC8-09](#) AP 5040 Student Records, Directory Information, and Privacy
[IIC8-10](#) Request for Non-Disclosure of Directory Information
[IIC8-11](#) Staff Training on Maintaining Student Records and Confidentiality
[IIC8-12](#) FERPA Annual Notice to Staff
[IIC8-13](#) FERPA Annual Notice to Faculty
[IIC8-14](#) Authorization for Release of Information to Parents
[IIC8-15](#) Authorization for Release of Information to Third Parties
[IIC8-16](#) Admissions and Records Webpage

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

IIIA.1

The Institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Board Policy (BP) 7120 Recruitment and Selection assures that the Superintendent/President establishes procedures for the recruitment and selection of faculty, educational administrators, and executives, including procedures for determining and validating minimum qualifications of candidates ([IIIA1-01](#)). BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies outlines standards for faculty service areas, minimum qualifications, and equivalencies ([IIIA1-02](#)). BP 7230 Classified Employees provides that the Board determines the duties and qualifications for classified employees ([IIIA1-03](#)). Other Board policies and associated administrative procedures define employment considerations for faculty, probationary contract faculty, confidential employees, educational administrators, short-term workers, and student workers ([IIIA1-04](#), [IIIA1-05](#), [IIIA1-06](#), [IIIA1-07](#), [IIIA1-08](#), [IIIA1-09](#), [IIIA1-10](#), [IIIA1-11](#)).

As new recruitments are begun, Human Resources staff review existing position descriptions and announcements to assure that preferred requirements reflect college needs. Job descriptions state the minimum education and experience qualifications for all positions, the essential functions and responsibilities of the position, and also describe the working conditions associated with the job ([IIIA1-12](#), [IIIA1-13](#), [IIIA1-14](#), [IIIA1-15](#)). In addition to including the College's mission statement, job announcements include this statement of working conditions, requiring that candidates demonstrate "sensitivity to and understanding of the diverse academic, socio-economic, cultural, linguistic, disability, and ethnic backgrounds of Community College students."

All vacant jobs are detailed on the College's website, and employment applications are accepted online ([IIIA1-16](#)). The announcements are published through various means to assure broad exposure to a diverse audience, including ACCCA.org; MinorityNurse.com; LatinosinHigherEd.com; and BlacksInHigherEd.com ([IIIA1-17](#)).

Applications include a section for candidates to describe how their knowledge, skills, abilities, education, and work experience relate to the position for which they are applying. The hiring committee or selection process is monitored by a trained Equal Employment Opportunity (EEO) representative. All committee members must receive EEO training before serving on a hiring committee ([IIIA1-18](#)).

Selection committees review applicant qualifications to determine who meets designated minimum qualifications, or that equivalency has been established (if applicable). All degrees conferred by institutions in the United States must be from institutions recognized by U.S. accrediting agencies consistent with California Code of Regulations, Title 5, Section 53406. Job announcements include information stating the applicant's responsibility to have any foreign degree evaluated by a credential evaluation service ([IIIA1-19](#)). The letter from the credential evaluation service provider stating that the degree is equivalent to a regionally accepted university in the United States must be submitted to Human Resources as part of the original application packet in order to remain under consideration for the faculty position.

The committee selects candidates to invite for interviews from those determined to possess minimum qualifications.

Analysis and Evaluation

Santa Barbara City College adheres to hiring policies and procedures based upon regulatory requirements and participatory governance philosophies established by the Board of Trustees. Board policies and administrative procedures are posted on the College's website.

The College reviews job descriptions for all positions prior to beginning a recruitment process. The job announcement provides information about the College, its values, and the expectation that applicants can demonstrate their ability to work in a diverse environment and with a diverse student population. Job descriptions are related to the institutional mission, and goals reflect position duties, responsibilities, and authority. In order to ensure the integrity and quality of SBCC programs and services, the College hires faculty, staff, and administrators who meet or exceed specified minimum requirements.

Improvement Plan

The College will develop and implement a meaningful and structured consultative hiring planning and communication process.

IIIA.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

BP 7120 Recruitment and Selection assures the Superintendent/President establishes procedures for the recruitment and selection of employees ([IIIA2-01](#)). The accompanying procedures have

been codified in Administrative Procedure (AP) 7120 Recruitment and Selection and are contained in the Guide for Full-time Faculty and Educational Administrator Positions Selection Committees. This guide describes the details of the recruitment and selection process for the employment of faculty ([IIIA2-02](#), [IIIA2-03](#)).

Before beginning a recruitment, Human Resources consults with the appropriate dean to assure the posting reflects current college needs and priorities. Faculty recruitment job announcements state the minimum education and experience qualifications as established by the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators 2018, the essential functions and responsibilities of the position, and the working conditions associated with the position ([IIIA2-04](#), [IIIA2-05](#), [IIIA2-06](#)). The minimum qualifications for faculty positions are included on all faculty job announcements. The department chair or area dean is responsible for verifying that any finalist for a faculty position meets the minimum qualifications for the position. The desirable qualifications are also included on recruitment materials to convey and emphasize the significance of the role of faculty in advancing the mission to the potential applicant.

All new faculty members applying for employment must satisfy the minimum qualifications as described in the 2018 handbook published by the Chancellor's Office, or apply for equivalency. Vetting by Human Resources technicians is the first step in the equivalency process. Department chairs and deans also review equivalency requests, and the Academic Senate Equivalency Committee makes the final determination. Because this is such a high-touch process, an Academic Senate representative led presentations twice in fall 2020, one to department chairs and another for the deans ([IIIA2-07](#)).

The faculty job description articulated in AP 7210 Academic Employees: Faculty includes updating existing department curriculum and development of new department offerings ([IIIA2-08](#)). Additionally, faculty are expected to participate in the analysis of student learning outcome data and other key indicators to create course improvement plans.

Analysis and Evaluation

The College assures faculty qualifications meet or exceed the minimum qualifications required to teach in the particular discipline. Faculty job descriptions include development and review of curriculum as well as assessment of student learning outcomes as responsibilities of the job assignment, and applicants are asked about their experience in both developing curriculum and assessing learning outcomes as a part of the interview process.

IIIA.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Job announcements for administrators and other employees responsible for overseeing and leading the College's educational programs and services list the minimum education and experience requirements for educational administrators as established by the California Community

Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators 2018 ([IIIA3-01](#), [IIIA3-02](#), [IIIA3-03](#)). Job announcements also include desirable qualifications, which are developed locally and are customized for each recruitment. Other employees must meet the qualifications as listed in the position description approved by the Board.

The individuals invited to participate on the selection committee have area expertise related to the area of responsibility of the new administrator. The selection committee screens and interviews applicants, interviewing only those candidates who are determined to be qualified for the position.

A rubric is completed by selection committee members for each candidate at the conclusion of the interview, assessing how well the candidate meets the minimum and preferred qualifications ([IIIA3-04](#), [IIIA3-05](#)). The committee then selects the appropriate number of qualified candidates for the final interview. The Superintendent/President and other appropriate individuals conduct the final interviews of the recommended candidates. The Superintendent/President makes the final decision, which is subject to Board approval.

Analysis and Evaluation

Administrators and other employees who are responsible for educational programs and services are hired through a structured process that includes screening for required qualifications needed to perform the duties of the position. During both the screening and interviews, candidates must demonstrate the knowledge and capability necessary to perform the required duties in support of institutional effectiveness and academic quality.

IIIA.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies directs the Superintendent/President to develop procedures regarding faculty minimum qualifications ([IIIA4-01](#)). Those procedures are presented in AP 7211, including standards for determining minimum qualifications and equivalencies to those qualifications ([IIIA4-02](#)).

All degrees conferred by institutions in the United States must be from institutions recognized by U.S. accrediting agencies consistent with California Code of Regulations, Title 5, Section 53406. Though unofficial transcripts are accepted initially with the job applications, official transcripts sent to Human Resources directly from institutions must be provided before the hiring is complete. Job announcements include information stating the applicant's responsibility to have any foreign degree evaluated by a credential evaluation service ([IIIA4-03](#)).

Evaluation of transcripts of degrees from other countries are conducted by third-party agencies such as those listed on the National Association of Credential Evaluation Services ([IIIA4-04](#), [IIIA4-05](#), [IIIA4-06](#)). A letter from the credential evaluation service provider stating that the degree is equivalent to a regionally accepted university in the United States must be submitted

to Human Resources as part of the original application packet in order to remain under consideration for the faculty position. An international degree can only be considered if it has already been evaluated as equivalent to that of a U.S. degree. Degrees and coursework from nonaccredited institutions may not be used to establish an equivalency. The area department chair or dean is responsible for verifying that any finalist for a faculty position meets the minimum qualifications for the position.

Analysis and Evaluation

Human Resources policies require that all degrees considered in the process of recruitment are from institutions accredited within the United States. When an applicant has earned a degree from an international institution, a transcript evaluation and evidence of equivalency to the same degree from a U.S. college or university is required in order to move on in the recruitment process. All applicants are required to submit original transcripts prior to being hired, and official transcripts are sent directly to Human Resources from the educational institution the candidate attended.

IIIA.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

BP 7150 Employee Performance Evaluations requires the Superintendent/President to establish procedures to assure the effectiveness of employees by evaluating all personnel systematically and at stated intervals. The procedure is intended to appropriately assess the performance of employees and encourage improvement ([IIIA5-01](#)). Administrators are evaluated in accordance with the Advancing Leadership Association (ALA) Memorandum of Understanding with the District, faculty consistent with AP 7151 Evaluation of Faculty, and classified employees with their collective bargaining agreement ([IIIA5-02](#), [IIIA5-03](#), [IIIA5-04](#)). Evaluation of the Superintendent/President is conducted in accordance with BP and AP 2435 Evaluation of the Superintendent/President ([IIIA5-05](#), [IIIA5-06](#)).

AP 7151 Evaluation of Faculty contains performance criteria for probationary and contract faculty evaluations, which include demonstration of expertise in the academic discipline and/or area of assignment, effectiveness in teaching and/or performance of job responsibilities, availability to students and colleagues, fulfillment of responsibilities to the District's goals and policies, and professional growth. AP 7151 also establishes the timing of such evaluations. Faculty evaluation processes are delineated in detail in the faculty evaluation packet and are posted on the webpage for the Executive Vice President ([IIIA5-07](#), [IIIA5-08](#), [IIIA5-09](#)). Deans and their administrative assistants support tracking and documenting the timely submission of faculty evaluations according to the prescribed timelines ([IIIA5-10](#)).

The Classified Evaluation Form also details criteria required for job performance and was revised in 2019 to incorporate more extensive comments than in prior versions ([IIIA5-11](#)). The Man-

agement Evaluation Form includes both a self-evaluation component and an assessment by the supervisor on nine distinct performance criteria ([IIIA5-12](#)).

The Human Resources Department tracks completion and timeliness of employee evaluations for each fiscal year ([IIIA5-13](#)).

Analysis and Evaluation

All evaluations are conducted on a regular basis and Human Resources monitors completion of the evaluations in a timely manner. District personnel evaluation procedures are intended to assess effectiveness, encourage improvement, and promote a level of performance that best advances and supports the goals and objectives of the District. Performance evaluations are considered an important management tool for providing formal, documented feedback to employees at scheduled intervals. Performance evaluations are also used as a means to establish goals and objectives to be accomplished during the upcoming period.

The College has evaluation procedures in place for all permanent personnel within the College. These processes vary by employee group. Currently there is inconsistency between District practice and the Advancing Leadership Association memorandum of agreement on classified manager and educational administrator evaluations. Discussions are ongoing to resolve these inconsistencies.

Improvement Plan

Develop a culture of support and accountability by updating and codifying management evaluation procedures in the ALA Memorandum of Understanding.

IIIA.6

Effective January 2018, Standard IIIA.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

IIIA.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

As of January 2020, the College employed 215 full-time and 479 adjunct faculty ([IIIA7-01](#)). Among the full-time faculty are 30 full-time counselors and four full-time librarians. Every department, with the exception of Water Science, has at least one full-time faculty member to provide leadership for curriculum and program planning ([IIIA7-02](#)). Most departments have several full-time faculty members as well as a cadre of part-time faculty. Noncredit programs are the exception; all faculty are part-time. A recent retirement incentive program included 26 faculty participants, the replacement of whom will be determined based on College needs and priorities as reflected in the college Educational Master Plan ([IIIA7-03](#)). The Strategic Directions and Goals for 2019-22 also provide guidance on investing in appropriate human resources to support program needs ([IIIA7-04](#)).

Faculty submit requests for new and replacement full-time positions to the Office of Educational Programs. The subsequent detailed report is ultimately reviewed and ranked by the Academic Senate with consideration to factors related to student success and program vitality ([IIIA7-05](#), [IIIA7-06](#), [IIIA7-07](#)). Senate rankings are forwarded onto the Superintendent/President, who makes the final determination of which positions will be funded, in consultation with the President's Cabinet. The state of California has a long-established goal that a majority of instruction in the community colleges be conducted by full-time faculty. This ratio has been codified as 75 percent full-time faculty to 25 percent adjunct faculty. To ensure progress toward this goal, the state establishes a benchmark number of full-time faculty the institution must have. The benchmark number is adjusted annually by the state, based on external factors. SBCC continues to meet or exceed the benchmark number in terms of full-time faculty.

In fall 2019, 53 percent of instruction was provided by full-time faculty ([IIIA7-08](#)).

Analysis and Evaluation

The Educational Master Plan and the Strategic Directions and Goals give direction to faculty hiring priorities and numbers for the immediate future and reflect current enrollment and fiscal conditions. The College has appropriate faculty to support each of its programs and services as consistent with the institutional mission.

IIIA.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part-time faculty orientation is accomplished through a number of efforts ([IIIA8-01](#)). The college website contains voluminous information about college policies, teaching support, governance, student rights, course management, and more. Additionally, a webpage specific to part-time faculty lists relevant policies and procedures, as well as academic resources such as the Faculty Resource Center (FRC) ([IIIA8-02](#)). The FRC provides pedagogically-focused training for on-campus and online teaching. Part-time faculty also have representation on the Academic Senate, which gives input on professional development opportunities.

AP 7151 Evaluation of Faculty contains provisions for evaluating part-time and temporary faculty, processes essential for professional growth and development ([IIIA8-03](#)). All new part-time faculty are evaluated by the department chair or another full-time faculty member from their discipline during their first, second, and fourth semesters of employment. Thereafter, they are evaluated at least every three years. The evaluation packet consists of a compilation of student surveys, the evaluator's written comments about class observations, survey results, and other activities, the faculty evaluation form, and the dean's comment forms ([IIIA8-04](#)). If a part-time faculty member receives an unfavorable rating, a plan for improvement is created. Special procedures apply for re-evaluating faculty members who receive unfavorable ratings.

Professional development opportunities are provided as a part of a two-day event held just prior to fall semester and a half-day during the spring semester ([IIIA8-05](#), [IIIA8-06](#)). Additional

professional development and service opportunities are available throughout the year, and all faculty, including part-time faculty, are encouraged to participate ([IIIA8-07](#), [IIIA8-08](#)). To support part-time faculty participation in the Senate, two part-time faculty representatives receive stipends to serve in this capacity ([IIIA8-09](#)).

Analysis and Evaluation

Part-time faculty receive new hire orientation that includes relevant college policies and procedures, the union contract, benefits information, and training and development resources. There are procedures for regular evaluation, and detailed feedback is provided to support the professional growth of adjunct faculty members. Part-time faculty also have opportunities for numerous professional development activities throughout the year and have the opportunity to serve in the Senate. Part-time faculty are encouraged to participate in events and activities at the College to become more fully integrated into the overall campus community.

IIIA.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As of January 2020, Santa Barbara City College employed 333 classified service staff. When staff vacancies occur, the hiring supervisor has an opportunity to request a replacement or to recommend a reallocation of resources ([IIIA9-01](#)). The process for replacing staff and requesting new staff involves review at the President's Cabinet. Because of fiscal limitations, not all positions can be filled when requested. Each request brought to the President's Cabinet is considered relative to needs at various parts of the College, as well as the current budgetary conditions ([IIIA9-02](#)).

Consultation with Human Resources as positions are created or refilled assures that positions are aligned with current priorities and needs. New position descriptions are developed collaboratively with the requesting administrator, Human Resources, and the CSEA or ALA as appropriate. Additionally, classifications are reviewed regularly by the Reclassification Review Panel as a result of requests from staff during the annual request window ([IIIA9-03](#), [IIIA9-04](#)).

A high utilization level of short-term hourly employees is currently being addressed by reduction of funding allocated to that class of employee. It is expected that work impacts will be remedied by process improvements and some potential additional staff hiring.

Analysis and Evaluation

The College has sufficient staff with appropriate qualifications to support operations effectively. The College is beginning to reduce its use of short-term hourly employees, which potentially may result in some additional classified staff hiring.

IIIA.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As of January 2020, all cabinet-level positions were filled with regularly appointed administrators who are qualified for their positions. The College also employs a range of educational administrators and classified management positions ([IIIA10-01](#), [IIIA10-02](#)). When administrator vacancies occur, the hiring manager has an opportunity to request replacement or to recommend a reallocation of resources ([IIIA10-03](#)). The process for replacing administrators and requesting new administrators involves review at the President's Cabinet. Cabinet members, through consultation with their staff and stakeholders, request either new or replacement positions at the President's Cabinet. Because of fiscal limitations, not all positions can be filled when requested. The President's Cabinet considers the relative needs of the various parts of the College, as well as the current budgetary condition of the College, and makes a determination as to whether a particular position can be filled ([IIIA10-04](#)).

Over the last few years there has been some turnover in the Superintendent/President and Vice President of Human Resources positions, including qualified interim appointments, but current appointments are regular employees.

Consultation with Human Resources as positions are created or refilled assures positions are adequately aligned with current priorities and needs. New position descriptions are developed for Board approval collaboratively between the requesting administrator and Human Resources. New positions presented for Board approval are placed on a public agenda. Processes are in development to share hiring decisions with the College Planning Council (CPC) ([IIIA10-05](#)).

Job announcements for administrator recruitment are based almost entirely on the Board-approved classification descriptions. These announcements include the basic function of the position, representative essential duties, knowledge and abilities required to perform the essential functions, education and experience requirements, preferred qualifications as proposed by the hiring supervisor, and the working conditions and physical demands of the position. In addition to including the College's mission statement, every job announcement includes this statement of working conditions requiring: "Sensitivity to and understanding of the diverse academic, socio-economic, cultural, linguistic, disability, and ethnic backgrounds of Community College students" ([IIIA10-06](#)).

Management members meet regularly for information and training ([IIIA10-07](#), [IIIA10-08](#)). Team members are able to participate in professional organizations to reinforce skills and to maintain currency.

Analysis and Evaluation

SBCC has a sufficient number of qualified administrators to support College operations. Recent instabilities in cabinet-level positions have been resolved with regular appointments.

IIIA.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The institution has written personnel policies and procedures that are published on the District's website, including Chapter 7 for all Human Resource policies, as well as various other policies as listed below ([IIIA11-01](#)). Policies and procedures are reviewed through the Board Policies and Administrative Procedures Committee (BPAP) cyclically and upon request by various stakeholders. BPAP comprises multiple college stakeholder representatives and constituent groups, and is chaired by the Vice President of Human Resources ([IIIA11-02](#)).

The District has adopted several Board policies that ensure fairness in employment procedures. These include, but are not limited to the examples listed below:

BP 3050 Institutional Code of Professional Ethics ([IIIA11-03](#))

"All are to uphold high standards of ethical conduct and adhere to the principles of equity, honesty, mutual respect and integrity in performing their professional responsibilities."

BP 3400 Protected Classes ([IIIA11-04](#))

"Those established by statute and include: national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics."

BP 3410 Nondiscrimination ([IIIA11-05](#))

"The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities."

BP 3420 Equal Employment Opportunity ([IIIA11-06](#))

Describes the institutional intent to support and promote equal employment opportunity and foster a climate of acceptance while understanding the value of diversity in an academic environment.

BP 3430 Prohibition of Harassment ([IIIA11-07](#))

"The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated... This policy applies to all aspects of the college environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any college activity."

BP 7100 Diversity in Employment ([IIIA11-08](#))

"The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates."

BP 7120 Recruitment and Selection ([IIIA11-09](#))

"The Superintendent/President shall establish procedures for the recruitment and selection of

employees including, but not limited to, the following criteria. An Equal Employment Opportunity plan shall be implemented according to Title 5 and BP 3420 titled Equal Employment Opportunity.”

BP 7130 Compensation ([IIIA11-10](#))

“Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Board.”

BP 7145 Personnel Files ([IIIA11-11](#))

“Upon appropriate advance request by the employee, s/he shall be permitted to examine his/her file within the Human Resources Department.”

To ensure that Board policies and administrative procedures include the latest legally required language reflecting legislative intent, the District subscribes to the Community College League of California’s Policy and Procedure Services ([IIIA11-12](#)). Through this service, biannual legal updates are issued to the District reflecting revisions to state and federal statutes and regulations. In addition, the District conducts a comprehensive, systematic review of its policies and procedures on a five-year cycle ([IIIA11-13](#)). All Board policies and administrative procedures are available for information and review on the college website.

The topic of Chapter 7 of Board Policies and Administrative Procedures is Human Resources. Additionally, Chapter 3 focuses on General Institution policies and procedures. Many of the policies in these two chapters are related to the fair treatment of personnel (e.g., Institutional Code of Ethics).

Although specific employment procedures at SBCC vary depending on the type of position, fair and equitable employment procedures are followed for each recruitment. At the highest level, SBCC employment procedures are governed by Board policy, i.e. BP 3410 Nondiscrimination, BP 3420 Equal Employment Opportunity, BP 7100 Diversity in Employment, BP 7120 Recruitment and Selection, BP 7130 Compensation, BP 7145 Personnel Files, with additional structure provided in related administrative procedures and relevant collective bargaining agreements.

Comprehensive Selection Committee Guides, which address issues of fairness in the hiring process, have been written and made available via the college website ([IIIA11-14](#)). Each hiring committee reviews a Selection Committee Conduct document. Committee members are provided information on their role and responsibility, confidentiality, and communication. Members also must sign a confidentiality agreement prior to the commencement of interviews ([IIIA11-15](#)). If a committee member feels unable to remain objective and neutral throughout the process, the member retains the option to decline participation without recourse or sanction. For faculty hiring committees, the department chair is required to sign a checklist indicating that all required actions have occurred to assure equity and consistency among candidates ([IIIA11-16](#)).

Additionally, the College provides access to continual professional development related to fairness in hiring practices. The College is a member of the South Central Coast Regional Consortium, which provides professional development workshops on a wide variety of management topics and training through the law firm of Liebert Cassidy Whitmore ([IIIA11-17](#)). Supervisors, managers, and educational administrators are provided the opportunity to participate in monthly Liebert Cassidy Whitmore workshops. Professional growth credit is offered for attendance at these workshops.

Analysis and Evaluation

Santa Barbara City College has established and published written personnel policies and procedures that are readily available to all. The College has processes to ensure the policies and procedures are equitably and consistently administered.

IIIA.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College's mission statement reads:

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

This mission provides the framework for the College's commitment to equity and diversity.

In addition, BP 7100 Diversity in Employment declares and reinforces the institution's commitment to diversity. To quote from the policy:

The District is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Furthermore, the District is committed to employing qualified administrators, faculty, and staff members who are dedicated to diversity, equity, and student success.

There are Board policies regarding unlawful discrimination and harassment, equal employment opportunity, and others. The policies are regularly reviewed and updated as needed by a committee of college stakeholders who serve on the Board Policies and Administrative Procedures Committee.

Further, BP 7100 requires that the Superintendent/President report annually to the Board of Trustees on diversity, including the demographics of the college staff and faculty as well as new hires from the previous fiscal year. This policy affirms the importance of diversity in the institution, which is further emphasized in the College's hiring practices.

A major step to supporting diverse personnel is considering issues of diversity during the hiring process. Questions related to equity and diversity are included in all employment interviews and the responses to these questions are considered as seriously as responses to all other interview

questions ([IIIA12-01](#)). The rubric associated with interviews for full-time faculty positions, for example, includes three important criteria related to rating the aspects of equity and diversity: “understanding of community colleges (purposes, goals, programs)”;

“cross-cultural attitudes (experience working with students from diverse backgrounds)”;

and “evidence of a sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of Community College students” ([IIIA12-02](#)).

The SBCC Equal Employment Opportunity Advisory Committee (EEOAC) provides valuable feedback and helps to ensure that faculty and staff participating in selection processes are cognizant of the tools and techniques that will help to ensure a more inclusive workplace which represents the diverse student populations served within the college community. The committee was reconstituted during fall 2019 and continues to meet periodically ([IIIA12-03](#)).

The Equal Employment Opportunity Plan also informs equitable hiring practices ([IIIA12-04](#)). The current version sunset in June 2020 and the EEOAC is engaged in reviewing the plan and setting new recruitment and hiring goals for the next five years. Additionally, the EEOAC reviews the College’s equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the committee makes recommendations to the Board of Trustees, the Superintendent/President, the Vice President of Human Resources/EEO Officer, and the Office of Equity, Diversity, and Cultural Competency.

To determine its progress in diverse and inclusionary employment practices, the College attempts to gather demographic data from all employment applicants consistent with governmental reporting categories and requirements. Relying on this self-reported data, the College can review and observe progress toward increasing the diversity of the employee population. The table below illustrates data for applicants during the 2019-20 academic year, pulled from PeopleAdmin applicant tracking system reports of applicant data from 7/1/2019-6/30/2020.

Table 58. Applicant Data

Position Type	Number of Positions	Number of Applicants	Self-Identified as Ethnic Minority	Self-Identified as Female
Faculty	16	1,544	420	508
Staff	24	744	294	373
Managers	7	126	44	63
Administrators	2	49	8	14

SBCC Human Resources PeopleAdmin, July 23, 2020

The College, on an annual basis, also produces a snapshot of the composition of permanent faculty, staff, and managers who have been hired, sorted by gender and ethnicity. In 2018-19, the institution hired 16 full-time faculty. Of these new faculty, nine were female (56 percent) and four were identified as minority (25 percent). This information enables the institution to analyze and assess its record in employment equity and diversity on an ongoing basis by comparing annual statistics of recruitment and hiring.

To fully support the professional development needs of diverse employees, All Campus Kick-off events offer a wide variety of workshop options to all college employees. Recent topics include Celebrating Diversity in the Workplace and Understanding the Reality of Our Students: How the Mexican Drug Cartels Impact the Lives of Many SBCC Students ([IIIA12-05](#)). The Professional Development Advisory Committee also offers a range of professional development opportunities, including numerous programs designed to support equity and diversity at SBCC ([IIIA12-06](#)).

The School of Extended Learning (SEL) plays a role in supporting needs of diverse personnel as well by developing and offering short workplace training courses to Santa Barbara-area employers, including Santa Barbara City College employees who are encouraged to participate in relevant classes. Some examples of available courses include “Leadership Skills,” “Championing Diversity in the Workplace,” “Communication Strategies for the Workplace,” and “Personality Styles and Difficult Relationships” ([IIIA12-07](#)).

In addition to professional development opportunities, the College also addresses the personal needs of diverse personnel. SBCC is sensitive to the variety of needs employees may have and offers the resources of a local employee assistance program (EAP) called Save A Valuable Employee (SAVE); another employee assistance program at no additional cost to Anthem Blue Cross medical coverage subscribers; ongoing health screenings for employees and their families; and medical, dental, and vision coverage for eligible employees ([IIIA12-08](#)). To address the housing needs of diverse employees, the College is a member of the Coastal Housing Partnership, which provides home buying benefits, home buying education seminars, mortgage refinance benefits, rental assistance benefits, and a network of service professionals to assist employees in their search for area housing ([IIIA12-09](#)).

Analysis and Evaluation

Santa Barbara City College creates and maintains appropriate programs, practices, and services to support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

IIIA.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

BP 2715 Code of Ethics/Standards of Practice states: “Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct. The Board expects its members to work collegially with each other and the Superintendent/ President to ensure that decisions are made which are in the best interest of students and the District.” This sets the tone and expectations for the entire District.

The following table includes the policies that guide ethical conduct for the Board of Trustees, students, faculty and all college employees:

Table 59. Board Policies Guiding Ethical Conduct

Chapter	Board Policy
Board of Trustees	BP 2200 Board Duties and Responsibilities BP 2710 Conflict of Interest BP 2715 Code of Ethics/Standards of Practice
Students	BP 5500 Standards of Student Conduct
Faculty	BP 3900 Speech: Time, Place and Manner BP 4030 Academic Freedom
Collegewide	BP 3050 Institutional Code of Professional Ethics BP 3400 Protected Classes; BP 3410 Nondiscrimination BP 3420 Equal Employment Opportunity BP 3430 Prohibition of Harassment BP 3518 Child Abuse Reporting BP 7700 Whistleblower Protection BP 7800 Incompatible Activities

As the title suggests, BP 2200 represents the job description for the elected members of the Board of Trustees. It states, “the Board of Trustees is responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the institution’s mission is implemented.” This policy describes how the Board is to fulfill its responsibilities in upholding the values of the institution, providing leadership for the District, and establishing the institutional framework ([IIIA13-01](#)).

The policy addressing conflict of interest, BP 2710, prohibits members of the Board from having any financial interest in any contract made by the Board or financial interest in any contract they make in their capacity as a Board member. This policy extends to the inclusion of the employment and the personal economic interests of the Board member ([IIIA13-02](#)).

The Code of Ethics/Standards of Practice, BP 2715, defines and describes the standards of conduct expected of each member of the Board, and the sanctions associated with violating these standards ([IIIA13-03](#)). These standards are intended to maximize the effectiveness of the Board and the confidence of the public in district governance. “Each member of the Board of Trustees will: act in a manner that reflects the values of the institution; demonstrate effective leadership; promote and maintain good relations with other Board members; and, promote a healthy professional relationship with the Superintendent/President, faculty and staff.”

Standards of Student Conduct, BP 5500, provides the authority to the Superintendent/President to establish procedures for disciplining students, in accordance with the requirements for due process of federal and state laws and regulations ([IIIA13-04](#)). Conduct that is subject to discipline is clearly defined in the associated procedures, and these expectations related to student conduct are made known to students as they enroll.

The policies addressing Speech: Time, Place and Manner and the policy on Academic Freedom address ethical conduct related to faculty. The principles associated with both of these policies provide faculty the opportunity to give meaning and purpose to the mission of the institution.

There are also policies addressing the expectation of ethical conduct collegewide. For example, BP 3050 Institutional Code of Professional Ethics ([IIIA13-05](#)), includes all employees, professional volunteers, and members of the Board of Trustees. This policy states that all “are expected to uphold high standards of ethical conduct and adhere to the principles of equity, honesty, mutual respect and integrity in performing their professional responsibilities.” This policy reaffirms the shared commitment to demonstrate “excellence in education without compromise to the principles of ethical behavior.”

BP 3400 defines Protected Classes as: “Those established by statute and include: national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics” ([IIIA13-06](#)).

BP 3420 Equal Employment Opportunity describes the institutional intent to support and promote equal employment opportunity, foster a climate of acceptance, while understanding the value of diversity in an academic environment ([IIIA13-07](#)).

Consequences for violating the institutional code of ethics and any BPs or APs follow the discipline processes outlined in Education Code 87732 and respective bargaining unit contracts.

Analysis and Evaluation

Santa Barbara City College strives to provide a collegial, professional, safe, and ethical learning and working environment for the entire campus community. There is a collegewide commitment to ensure all members of the SBCC community adhere to basic standards of ethical behavior. The College has an Institutional Code of Ethics that is well publicized. Several other documents and statements provide a framework for the expectation of ethical behavior and the consequences for violation.

IIIA.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

BP 7160 Professional Development and the associated administrative procedure reflect and support the commitment of the District to professional development. The policy provides for the professional development of all employees, consistent with the District’s mission and in accordance with law, to ensure that resources will be allocated to support the fulfillment of these identified learning needs ([IIIA14-01](#)).

Santa Barbara City College values and supports professional development for all employees. All full-time faculty participate in 60 hours of professional development each year and part-time faculty complete a proportionate number of hours based on their teaching load/assignment.

Prior to the start of the fall semester, and in an afternoon activity in the third week of the spring semester, the entire campus joins together for the All Campus Kickoff for scheduled programs and workshops. In addition, workshops, presentations, webinars, and small-group training activities are offered throughout the academic year and into the summer. Leadership for professional development is provided by the Committee on Faculty Resources (CFR), the Faculty Resource Center, the Professional Development Advisory Committee (PDAC), and the Classified Professional Development subcommittee of PDAC. Both the CFR and the PDAC meet twice a month during the spring and fall semesters.

The PDAC reports to the CPC and is responsible for conducting and updating a survey of the most critical staff, student, and instructional improvement needs in the District. Additionally, the committee is charged with planning and coordinating In-Service; creating and updating the Professional Development Plan; maintaining records on the description, type, and number of activities scheduled during the year; and reviewing and recommending how to use state-funded professional development. Each employee group has a variety of ways to engage in professional development activities.

Faculty

Faculty are expected to engage in professional development activities in an ongoing basis and seek ways to improve their effectiveness. Additionally, it is expected that faculty members will maintain currency and depth of knowledge in their disciplines by participating in professional organizations, conferences, and workshops, by reading professional journals, and by engaging in informal discussions with colleagues. These expectations are included in both the instructional and educational support faculty job descriptions and list of associated responsibilities. To support faculty development, the FRC regularly offers instructional consultation, training, and materials development for faculty ([IIIA14-02](#)).

Additional development opportunities include sabbatical leaves for eligible tenured faculty. Faculty may elect to take a one-semester sabbatical or a full academic year sabbatical, as outlined in AP 7341 Sabbatical Leaves ([IIIA14-03](#)). This opportunity is also included in the 2016-2018 bargaining agreement between SBCC and the Faculty Association, which states that a total of four full academic year sabbaticals will be awarded each year ([IIIA14-04](#)).

Staff

Classified employees have the opportunity to participate in professional development courses offered through the Professional Development Studies department of the School of Extended Learning division. Commonly offered workshops include “Effective Supervision,” “Conflict Resolution,” “Ethics and Integrity in the Workplace,” “Leading Teams,” “Interpersonal Communication,” “Time Management,” and “Dealing with Criticism and Difficult People.” Computer training is also available at the Professional Development Center by enrolling in credit courses in three levels of MS Office.

Participating in professional growth is incentivized for classified employees through financial rewards that are earned based on the number of professional growth points attained. As of January 2020, there were 105 classified employees who had been awarded professional growth increments.

In addition to workshops offered as part of the All Campus Kickoff, other acceptable professional growth activities include SBCC credit classes, CPR certification classes, audited credit classes, SBCC noncredit courses, as well as voluntary community and college leadership participation. Staff may also submit professional growth hours earned by attending or presenting at a professional conference.

The classified employee performance evaluation process includes a factor rating for professional development. Because development is not a professional responsibility or requirement as it is for faculty, professional growth is voluntary but highly encouraged for classified employees, and such development will contribute to a higher performance valuation rating ([IIIA14-05](#)).

Managers and Administrators

Managers and administrators are also expected to maintain currency in the skills needed to perform their responsibilities. The Management Group Professional Growth Incentive Program is designed to encourage all classified supervisors/managers and educational administrators to grow, develop, and improve professionally by participating in formal educational opportunities and other approved training and leadership activities. As of January 2020, 10 managers and three educational administrators had been awarded professional growth increments.

The management group meets on a monthly basis, with some meetings devoted to a professional growth need. In addition to monthly meetings, there is an annual management retreat held off site during August, which in recent years has focused on strengthening the relationships within this group through participation in team-building activities.

Managers are also eligible for a variety of other professional growth opportunities. The College supports an annual membership to the South Central Coast Regional Consortium of community colleges, sponsored by the California employment and public sector law firm of Liebert Cassidy Whitmore (LCW), which includes workshops hosted by LCW. In addition to workshops, managers are encouraged to pursue alternate education. A manager pursuing an advanced college degree is eligible to receive tuition reimbursement while employed by the College.

Professional development is a performance factor evaluated during the management evaluation process, and it is evaluated in two ways. Managers are evaluated with respect to their own participation in professional growth and development and also evaluated on the support and encouragement provided their subordinate staff in accomplishing their professional growth aspirations and needs ([IIIA14-06](#)).

The College is implementing an integrated Vision Resource Center, initially for staff and management, and ultimately faculty. The implementation will improve the College's ability to offer, centralize, and track professional development ([IIIA14-07](#)).

Analysis and Evaluation

Santa Barbara City College has robust professional development programs for its employees. Faculty and staff have input in the types of professional development opportunities they need. The implementation of an integrated Vision Resource Center will improve the College's ability to offer and track professional development.

Improvement Plan

Implement participation in an integrated Vision Resource Center to increase employee engagement, emphasize the District's mission and goals, and improve coordination among college training entities.

IIIA.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Personnel files are maintained in a digital document management system. Access to these files is limited to authorized personnel only. Data files are backed up routinely.

The College's extensive electronic personnel records are maintained in Banner, the enterprise level, integrated database system ([IIIA15-01](#)). Access to Banner is highly regulated by a process overseen by Information Technology (IT). Limited access to Banner is granted only at the request of a College administrator based on area of work, type of responsibility, and need-to-know (i.e. access for report generation versus access for data entry). Access to electronic personnel information is strictly and appropriately limited.

California Labor Code 1198.5 grants every employee the right to inspect the personnel records that the employer maintains relating to the employee's performance or to any grievance concerning the employee. California Education Code section 87031 reinforces this Labor Code section and adds that no materials may be placed in an employment file unless the employee is given notice and the opportunity to review and comment on the information. Every Santa Barbara City College employee has the right to inspect their personnel records during normal business hours. Additionally, any medical records the College receives from the medical provider of an employee are maintained separately from their confidential personnel file.

The College is committed to maintaining a standard of record keeping which is secure and confidential. BP 7145 Personnel Files reflects the commitment of the College to protect the security and confidentiality of these records and to allow reasonable and appropriate access to these records ([IIIA15-02](#)).

Employees have access to their personnel files in accordance with applicable collective bargaining agreements and District policies and procedures. To assure timely access to their personnel file by employees, the Human Resources Department accepts appointments for review.

Analysis and Evaluation

Proper procedures are in place for the security and confidentiality of employees' personnel records. Employees have access to their personnel files in accordance with the law. The Human Resources office is secure and has secured file space for personnel file storage.

Conclusions on Standard IIIA Human Resources

Santa Barbara City College strives to provide a collegial, professional, safe, and ethical learning and working environment for the entire campus community. The College adheres to guiding policies and effective procedures to assure that its human resources are hired into an institution focused on quality. The College has established clear organizational structures, appropriate staff, faculty and management levels and work to provide professional development for staff and faculty at all levels across the institution. The College regularly assesses its record in employment equity and diversity consistent with its mission. In order to improve further, the College will develop and implement a meaningful and structured consultative hiring planning and communication process. The integrity and quality of SBCC programs and services is the focus as the College hires faculty, staff, and administrators who meet or exceed specified minimum requirements, and the College offers orientations and robust professional development to ensure new and ongoing staff and faculty efficacy. The implementation of a localized integrated Vision Resource Center will improve the College's ability to offer and track professional development more effectively than the previous systems deployed. Consistent evaluation procedures are intended to assess effectiveness, encourage improvement, and promote a level of performance that best advances and supports the goals and objectives of the District. The College has sufficient, qualified administrators, staff, and faculty with appropriate qualifications to support the effective operations of the College. Recent instabilities in cabinet-level positions have been resolved with regular appointments.

Planned Improvement for Standard IIIA Human Resources

IIIA.1 Improvement Plan

Santa Barbara City College will develop and implement a meaningful and structured consultative hiring planning and communication process.

IIIA.5 Improvement Plan

Santa Barbara City College will develop a culture of support and accountability by updating and codifying management evaluation procedures in the Advancing Leadership Association Memorandum of Understanding.

IIIA.14 Improvement Plan

Santa Barbara City College will participate in an integrated Vision Resource Center to increase employee engagement, emphasize District shared mission and goals, and improve coordination among college training entities.

Standard IIIA Evidence List

[IIIA1-01](#) BP 7120 Recruitment and Selection

[IIIA1-02](#) BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

[IIIA1-03](#) BP 7230 Classified Employees

[IIIA1-04](#) BP 7210 Academic Employees: Faculty

[IIIA1-05](#) BP 7212 Part-Time and Temporary Faculty

[IIIA1-06](#) BP 7215 Probationary Contract (Tenure-Track) Faculty

[IIIA1-07](#) BP 7240 Confidential Employees
[IIIA1-08](#) BP 7250 Academic Employees: Educational Administrators
[IIIA1-09](#) BP 7260 Classified Supervisors and Managers
[IIIA1-10](#) AP 7236 Substitute and Short-Term Employees
[IIIA1-11](#) AP 7270 Student Workers
[IIIA1-12](#) Faculty Job Announcement Associate Degree Nursing
[IIIA1-13](#) Educational Administrator Job Announcement Counseling Coordinator
[IIIA1-14](#) Confidential Employee Job Announcement
[IIIA1-15](#) Staff Job Announcement Financial Aid Technician
[IIIA1-16](#) SBCC Job Listings on College Website
[IIIA1-17](#) Spreadsheet List of Publications for Job Announcements
[IIIA1-18](#) Recruitment Procedures EEO Training Required
[IIIA1-19](#) Job Announcement with Credential Requirements Listed
[IIIA2-01](#) BP 7120 Recruitment and Selection
[IIIA2-02](#) AP 7120 Recruitment and Selection
[IIIA2-03](#) Guide for Selection Committees
[IIIA2-04](#) Full-Time Faculty Job Announcement Geography
[IIIA2-05](#) Adjunct Faculty Job Announcement Computer Science
[IIIA2-06](#) Minimum Qualifications for Faculty and Administrators 2018
[IIIA2-07](#) Equivalency and Minimum Qualifications Presentation
[IIIA2-08](#) AP 7210 Academic Employees: Faculty
[IIIA3-01](#) Educational Administrator Job Announcement
[IIIA3-02](#) Executive Vice President Job Announcement
[IIIA3-03](#) Minimum Qualifications for Faculty and Administrators 2018
[IIIA3-04](#) Sample Rating Sheet for Educational Administrator
[IIIA3-05](#) Preliminary Interview Rating Sheet
[IIIA4-01](#) BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
[IIIA4-02](#) AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
[IIIA4-03](#) Faculty Job Announcement Biology
[IIIA4-04](#) NACES Members Provide Transcript Credential Evaluations
[IIIA4-05](#) Equivalency Form 2020
[IIIA4-06](#) Completing Equivalency Documentation
[IIIA5-01](#) BP 7150 Employee Performance Evaluations
[IIIA5-02](#) Advancing Leadership Association Agreement
[IIIA5-03](#) AP 7151 Evaluation of Faculty
[IIIA5-04](#) CSEA Agreement
[IIIA5-05](#) BP 2435 Evaluation of the Superintendent/President
[IIIA5-06](#) AP 2435 Evaluation of the Superintendent/President
[IIIA5-07](#) Faculty Evaluation Packet
[IIIA5-08](#) Faculty Evaluation Information on EVP Webpage
[IIIA5-09](#) Part-Time Credit and Educational Support Faculty Evaluation Information
[IIIA5-10](#) Dean Administrative Assistant Faculty Evaluation Procedure Manual
[IIIA5-11](#) Classified Employee Evaluation Form
[IIIA5-12](#) Management Evaluation Form
[IIIA5-13](#) Evaluation Report Unfiltered
[IIIA7-01](#) Faculty and Administrators List from College Catalog
[IIIA7-02](#) Department Chairs List FT Faculty

[IIIA7-03](#) Educational Master Plan 2014
[IIIA7-04](#) Strategic Directions and Goals for 2019-22
[IIIA7-05](#) Annual Notice of Faculty Retirement and Request for Positions
[IIIA7-06](#) Program Review User Guide
[IIIA7-07](#) Academic Senate Criteria for Ranking Faculty Position Requests
[IIIA7-08](#) Full-time Part-time Instruction Ratio
[IIIA8-01](#) Adjunct Faculty New Hire Reference Materials
[IIIA8-02](#) Faculty Resource Center Webpage
[IIIA8-03](#) AP 7151 Evaluation of Faculty
[IIIA8-04](#) Part-time Faculty Evaluation Packet
[IIIA8-05](#) Fall 2019 Kickoff Activities
[IIIA8-06](#) Spring 2020 In-Service
[IIIA8-07](#) Anti-Racism Training
[IIIA8-08](#) Affective Learning Institute
[IIIA8-09](#) Academic Senate Service Opportunity
[IIIA9-01](#) Staffing Request Form
[IIIA9-02](#) President's Cabinet Hiring Decisions
[IIIA9-03](#) CSEA Reclassification Process
[IIIA9-04](#) ALA Reclassification Process
[IIIA10-01](#) Educational Administrator List
[IIIA10-02](#) Classified Manager List
[IIIA10-03](#) Staffing Request Form
[IIIA10-04](#) President's Cabinet Hiring Decisions
[IIIA10-05](#) College Planning Council Headcount and Positions Hired
[IIIA10-06](#) Educational Administrator Job Announcement
[IIIA10-07](#) Managers Meeting Dates Webpage
[IIIA10-08](#) Managers Meeting Agenda 04-07-2020
[IIIA11-01](#) Board Policies and Administrative Procedures Webpage
[IIIA11-02](#) Board Policies and Administrative Procedures Committee Webpage
[IIIA11-03](#) BP 3050 Institutional Code of Professional Ethics
[IIIA11-04](#) BP 3400 Protected Classes
[IIIA11-05](#) BP 3410 Nondiscrimination
[IIIA11-06](#) BP 3420 Equal Employment Opportunity
[IIIA11-07](#) BP 3430 Prohibition of Harassment
[IIIA11-08](#) BP 7100 Diversity in Employment
[IIIA11-09](#) BP 7120 Recruitment and Selection
[IIIA11-10](#) BP 7130 Compensation
[IIIA11-11](#) BP 7145 Personnel Files
[IIIA11-12](#) CCLC Policy and Procedure Services
[IIIA11-13](#) AP 2410 Board Policies and Administrative Procedures
[IIIA11-14](#) Guide to Selection Committees
[IIIA11-15](#) Title 5 Confidentiality Form
[IIIA11-16](#) Committee Chair Checklist
[IIIA11-17](#) Liebert Cassidy Whitmore Workshops
[IIIA12-01](#) Sample Diversity Questions
[IIIA12-02](#) Equity Rubric
[IIIA12-03](#) EEOAC Webpage

[IIIA12-04](#) Equal Employment Opportunity Plan
[IIIA12-05](#) Kickoff Agenda
[IIIA12-06](#) PDAC Webpage
[IIIA12-07](#) Career Skills School of Extended Learning Webpage
[IIIA12-08](#) Employee Assistance Program Webpage
[IIIA12-09](#) Coastal Housing Partnership Information
[IIIA13-01](#) BP 2200 Board Duties and Responsibilities
[IIIA13-02](#) BP 2710 Conflict of Interest
[IIIA13-03](#) BP 2715 Code of Ethics/Standards of Practice
[IIIA13-04](#) BP 5500 Standards of Student Conduct
[IIIA13-05](#) BP 3050 Institutional Code of Professional Ethics
[IIIA13-06](#) BP 3400 Protected Classes
[IIIA13-07](#) BP 3420 Equal Employment Opportunity
[IIIA14-01](#) BP 7160 Professional Development
[IIIA14-02](#) Faculty Resource Center Webpage
[IIIA14-03](#) AP 7341 Sabbatical Leaves
[IIIA14-04](#) Faculty Association Agreement
[IIIA14-05](#) Professional Growth Incentive Program Webpage
[IIIA14-06](#) Professional Growth Management Webpage
[IIIA14-07](#) Vision Resource Center
[IIIA15-01](#) Banner
[IIIA15-02](#) BP 7145 Personnel Files

B. Physical Resources

IIIB.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access for all, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Santa Barbara City College ensures safe and sufficient physical resources that support and assure the integrity and quality of its programs and services by designing and constructing facilities in compliance with California's Division of State Architect (DSA) requirements and the Americans with Disabilities Act (ADA). The College annually assesses that campus grounds, buildings and work spaces are in safe working order. Various College personnel determine if overall educational spaces are sufficient for the instructional programming and if they are appropriately categorized in the District's space inventory software.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student. In efforts to improve academic quality, equity and institutional effectiveness, SBCC provides safe and sufficient physical resources at all locations offering courses, programs, and learning support services. In addition to meeting the regulatory requirements established by the DSA, the College's facilities include equipment and systems that provide additional occupant safety. Through special retrofit projects, major renovations, or new construction, critical building safety features have been incorporated into building operations and have been established as campus standards for occupant safety, security, and access. These systems include: an automated web-based, door-locking system; building security and fire alarm systems; security cameras; holdup buttons; exterior and interior emergency phones; emergency building generators; automated external defibrillators (AED's); rolling evacuation wheelchairs; and emergency preparedness supplies and equipment.

SBCC has several avenues for reporting and receiving safety, security, or maintenance concerns to help assure access for all to a secure and a healthful learning and working environment. The District's Facilities Work Order system hosted by FMX ([IIIB1-01](#), [IIIB1-02](#)) is the primary process by which students, staff, faculty, and the general public can report unsafe issues by accessing and submitting work requests for cleaning, repairs, maintenance, safety, and other various types of concerns including special events.

Maintaining a safe, secure, and healthy learning and working environment is accomplished through teamwork across the four Santa Barbara Community College District locations: the Main Campus, Wake Campus, Schott Campus, and Cosmetology Academy. Walkway repairs are documented during annual campus walks using GPS, and before and after photos are included in the report ([IIIB1-03](#), [IIIB1-04](#)). The District has a Facilities and Safety Committee ([IIIB1-05](#)) that adheres to shared governance practice and meets regularly. Anyone may also email the ADA Compliance Officer, Title IV Officer, Facilities, Emergency Services, or Business Services with complaints, requests, or concerns.

Analysis and Evaluation

Santa Barbara City College works toward ensuring that all locations and facilities meet federal, state, and county mandates for assesses and compliance, as well as gender and equity inclusion, while also incorporating emergency preparedness communications, infrastructure and training. Compliance efforts include Clery Act, the District's Student ADA Compliance Officer, who works with Disability Services and Programs for Students (DSPS), the School of Extended Learning, and the hiring of a new Title IV Officer. Campus equity efforts include the College's creation of an Umoja Center, a Campus Food Pantry, and assignment of an Interim Equity Director. The College additionally converted 21 binary restrooms to all gender restrooms in 2017. Automatic door opener push buttons are installed on exterior doors of all new building construction (even when not required).

As detailed in the Facilities Master Plan, the College has an improvement plan for commissioning an accessibility study and subsequent detailed report. Compliance with building code and statutory requirements are among the more critical issues associated with facility accessibility. Title 24 of the California Building Code sets out state requirements and governs new construction. The ADA sets federal requirements regardless of when construction occurs and is intended to ensure that all facilities are compliant regardless of age. With the exception of danger or safety issues, Title 24 has no enforcement authority over existing conditions. The provisions of ADA, as law, has enforcement authority over all conditions, regardless of age. The College, as a public institution, has a heightened responsibility to remain current with accessibility issues.

Improvement Plan

Development of an accessibility study and subsequent detailed report: The District will commission a study to survey its campuses and issue a subsequent detailed report for each campus describing existing conditions, along with recommended additions, modifications, and upgrades necessary to ensure compliance, recommended schedule for implementation of remedial action, and projection of probable costs for remediation.

IIIB.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

In order to ensure the effective use and continuing quality of its physical resources, the District regularly evaluates its facilities, equipment, and instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations.

To achieve the College's mission, the Business Services Department completes an annual program review evaluation, while instructional departments complete program review on a three-year cycle ([IIIB2-01](#)). These reviews are ranked by the Facilities and Safety Committee and are addressed in a timely manner based on availability of funding. The District also participates in a Facilities Condition Assessment review ([IIIB2-02](#), [IIIB2-03](#), [IIIB2-04](#), [IIIB2-05](#)) that is completed by the Foundation for California Community Colleges. The facilities department conducts annual reviews

of its FUSION space utilization report, including all instructional, office, and lab space and campus work orders ([IIIB2-06](#)).

The District recently updated its Facilities Master Plan (FMP) ([IIIB2-07](#)). Various college committees and individuals reviewed and provided input on the FMP prior to submission to the Board of Trustees. The FMP integrates the District's Educational Master Plan (EMP) and at this time, the FMP includes current educational programs facility needs with no major modifications to program offerings. The program review process and the College's facilities master planning process ensure that facilities planning is aligned with the College mission, as explicitly stated in the EMP, and focused on strategic and integrated planning within the College's current planning structure ([IIIB2-08](#)).

The Superintendent/President or designee has the responsibility for "planning and administrative management of the District's capital outlay and construction program" ([IIIB2-09](#)). Annually, the Superintendent/President updates the Five-Year Capital Outlay Plan ([IIIB2-10](#)).

Analysis and Evaluation

Well-considered planning and implementation of construction projects establishes the District's commitment to construct and maintain facilities that ensure access, safety, security, and a healthful learning and working environment. The District utilizes the Division of State Architect process. This includes review and approval by the state Access Compliance and Fire Life Safety divisions ensuring accessibility for persons with disabilities and integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and firefighting equipment access into projects.

IIIB.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

To assure the feasibility and effectiveness of District physical resources, faculty and professional staff from Business Services, instruction, and Student Services evaluate facilities, equipment, and instructional equipment annually for Business Services, and on a three-year plan cycle ([IIIB3-01](#)) as a part of the program review process.

The District utilizes shared governance and committees to participate in the planning and design processes for short- and long-term strategic plans related to capital construction projects. For example, the state-funded Physical Education Building Replacement project has been designed by a core team that comprises faculty, staff, and administrators, with each stage of the project presented for input to Facilities and Safety Committee ([IIIB3-02](#)), the College Planning Council (CPC), and the Board of Trustees. The District also uses FUSION ([IIIB3-03](#)) to update an inventory of facility space as discussed above. Using the space inventory, the District's program review process and work order system then enables it to plan and provide resolutions for such input, along with suggestions and requests for improvements.

Low-cost facility and infrastructure needs are addressed through the District Construction Fund, budget augmentations, and the program review process. High-cost projects, such as building modernizations or construction of new facilities, are part of the Five-Year Capital Outlay Plan. These projects are prioritized and funded as state or District funding become available.

Analysis and Evaluation

Routine building equipment inspections are scheduled by the Facilities and Operations Department to meet requirements by regulatory agencies as well as to assure the effectiveness of physical resources. When necessary, the District engages various outside agencies to maintain the District's infrastructure, to ensure compliance, and to make emergency repairs beyond the skill set of the facilities team. Inspections include building generators, elevators, fire alarm systems, backflow prevention devices, building code compliance, and identifying potential fire hazards. The District's program review process provides opportunities for campus stakeholders to submit facility or equipment improvement requests. Lastly, the compilation of requests and needs identified by the District's Emergency Services team, Facilities and Safety Committee, the Suggestion Box and/or Health and Safety Workplace Inspection Form (included in the District's Injury and Illness Prevention Program) are used to evaluate facilities and equipment.

IIIB.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

In December 2019, the District's Board of Trustees adopted the Santa Barbara City College Facilities Master Plan ([IIIB4-01](#)), which evaluated and recommended long-range development plans including the Main Campus and the Wake and Schott campuses. The Facilities Master Plan is scheduled to be updated as needed to support the Educational Master Plan and specific near- and long-term facility and infrastructure needs.

Additionally, the District submits a Five-Year Capital Outlay Plan ([IIIB4-02](#)) to the California Community Colleges Chancellor's Office on an annual basis.

Total Cost of Ownership of new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- Unrestricted General Fund for typical operational costs
- District Construction Fund for maintenance and facility improvements
- State funds for approved Capital Outlay or Scheduled Maintenance Projects.

Analysis and Evaluation

The District's capital improvement program is the Facilities Master Plan, with action dependent on bond-measure passage. The District addresses Total Cost of Ownership in new facilities and

equipment in two ways. New ongoing costs for new facilities partially funded by the state become resource requests in the Program Request process. These are either reviewed and ranked for one-time funding or included in the appropriate Division budget augmentation requests.

The District has limitations on expansion and growth; the primary method of capital improvement is by renovating or replacing existing buildings and infrastructure rather than the construction of new facilities. All renovations or replacements are designed to ensure optimal longevity of capital assets and capacity of utilities and infrastructure. Based on these financial limitations, a bond is an alternative method to receive the funding necessary to continue to construct, modernize, and repair the campus facility and infrastructure as state funding continues to be an option. In lieu of bond funds, the District is aligning the Five-Year Capital Outlay Plan to the list of potential bond projects listed in the FMP, for example Physical Education Building Replacement, Student Services Building Modernization, and new permanent structures to replace the modular buildings.

Improvement Plan

Total Cost of Ownership Plan (TCO): In an effort to allocate appropriate and sufficient resources to maintain new or renovated facilities, the District will work with the campus community and service providers to develop and maintain an explicit Total Cost of Ownership Plan program (provided funding is available). The goals of this plan are to provide a comprehensive repair and maintenance program, determine when facilities and equipment have reached or exceeded their useful life expectancy, and provide estimated replacement costs.

Conclusions on Standard IIIB Physical Resources

Santa Barbara City College ensures that all campus locations and facilities are constructed and maintained to meet federal, state, and county mandates for access and compliance, as well as gender and equity inclusion, and also incorporate emergency preparedness communications, infrastructure and training. Well-considered planning and implementation of construction projects establishes the District's commitment to build and maintain facilities to ensure access, safety, security, and a healthful learning and working environment. Regular assessment of facilities serves to keep the physical resources of the College at optimal usage. When necessary, the District engages various outside agencies to maintain the District's infrastructure to remain compliant and to make emergency repairs beyond the skillset of the facilities team. The District's program review process provides opportunities for other campus stakeholders to submit facility or equipment improvement requests.

Two key areas will be improved in the following budget cycle: development of an accessibility study and subsequent detailed report and an explicit Total Cost of Ownership Plan (TCO). The College will work to assess accessibility on its three campus sites. Additionally, the College will work with the campus community and service providers to develop and maintain an explicit TCO program to provide a comprehensive repair and maintenance program, to determine when facilities and equipment have reached or exceeded their useful life expectancy, and to provide estimated replacement costs.

Planned Improvement for Standard IIIB Physical Resources

IIIB.1 Improvement Plan

Development of an accessibility study and subsequent detailed report: The District commissions a study that surveys all three campuses and issues a subsequent detailed report for each campus describing: existing conditions; nonconforming or noncompliant conditions; recommended additions, modifications, and upgrades necessary to ensure compliance; recommended schedule for implementation of remedial action; and projection of probable costs for remediation.

IIIB.4 Improvement Plan

Total Cost of Ownership Plan: In an effort to allocate appropriate and sufficient resources to maintain new or renovated facilities, the District will work with the campus community and service providers to implement and maintain a total cost of ownership program (provided funding is available). The goals of this plan are to provide a comprehensive repair and maintenance program, determine when facilities and equipment have reached or exceeded their useful life expectancy, and provide estimated replacement costs.

Standard IIIB Evidence List

- [IIIB1-01](#) Facilities Work Order System Webpage
- [IIIB1-02](#) Facilities Request Webpage
- [IIIB1-03](#) East Campus Trip and Fall Hazard Report 07-29-19
- [IIIB1-04](#) West Campus Trip and Fall Hazard Report 07-29-19
- [IIIB1-05](#) Facilities and Safety Committee Guidelines
- [IIIB2-01](#) Program Review User Guide
- [IIIB2-02](#) SBCC District Survey Detail Report
- [IIIB2-03](#) SBCC Space Inventory Report
- [IIIB2-04](#) SBCC District Facility Executive Summary
- [IIIB2-05](#) SBCC FUSION Assessment Report
- [IIIB2-06](#) FUSION Facilities Inventory and Space Utilization Report
- [IIIB2-07](#) Facilities Master Plan
- [IIIB2-08](#) Educational Master Plan 2014
- [IIIB2-09](#) BP 6600 Capital Construction
- [IIIB2-10](#) SBCC District Five Year Capital Outlay Plan
- [IIIB3-01](#) Program Review User Guide
- [IIIB3-02](#) Facilities and Safety Committee Minutes
- [IIIB3-03](#) FUSION Facilities Inventory and Space Utilization Report
- [IIIB4-01](#) Facilities Master Plan
- [IIIB4-02](#) SBCC District Five Year Capital Outlay Plan

C. Technology Resources

IIIC.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Information Technology Division (ITD) is led by the Executive Director and two other directors guiding 39 classified staff ([IIIC1-01](#)). ITD comprises three areas: Academic Technology Support (ATS), Administrative Systems, and Technical and Network Services. ATS provides technical support for all instructional labs and helpdesk service for students, faculty, and staff. The ATS team also manages print services and all campus multifunction copiers for students, faculty, and staff.

Administrative Systems supports over 63 administrative applications ([IIIC1-02](#)), notably the enterprise resource planning system Ellucian Banner alongside an array of integrated third party applications such as Starfish, eLumen, Alma/Primo VE for the library, Canvas, Blackboard ECommerce, Argos Reporting, and CurrIQunet.

Technical and Network Services provides desktop support for employees, audio/visual support for campus events with live streaming and real time captioning, a wide-area network and local area network support for campus networking, and data and application security from desktop to internet. The wide-area network provided by the Corporation for Education Network Initiatives in California (CENIC) features redundant high-speed (10 Gb/sec) backbone connections, and a lower-speed (1 Gb/sec) ring supporting connection to both the Wake and Schott campuses, and the Cosmetology Program building in downtown Santa Barbara ([IIIC1-03](#)).

Campuswide Wi-Fi access and eduroam integration allow students, faculty, and staff to utilize not only campus Wi-Fi, but to benefit from the same seamless connection to Wi-Fi at all other eduroam participating institutions ([IIIC1-04](#)). The first California community college to participate in the eduroam alliance supported by Internet2, SBCC joined in 2017, a year after UC Santa Barbara and two years subsequent to California State University, Channel Islands. Eduroam provides monthly and quarterly updates that record both local use of eduroam services and guest access by users from other participating members ([IIIC1-05](#)).

In the fall of 2017, after years of development with the Santa Barbara Metropolitan Transit District (MTD), the College announced that student ID smartcards would work with the newly installed MTD fare boxes. When a student pays the College transportation fee, the data simultaneously registers with MTD, validating the smartcard to the start of the next semester.

The College IT staff was instrumental in the California Community Colleges Chancellor's Office selecting Canvas. SBCC was the first California community college to use the Zoom video conferencing platform, strongly influencing the Chancellor's Office designating Zoom as the statewide standard for video conferencing. SBCC pioneered the use of Zoom with YouTube live video streaming for real time insertion of closed captioning now used universally for campus live

video streams in compliance with accessibility standards. All Board meetings are streamed live to YouTube.com with captions ([IIIC1-06](#)).

Early on, SBCC adopted technology allowing student-owned devices access to the same applications available in student labs, with print ability to campus multifunction copiers obviating software installation on personal devices. The VMWare Horizon client or the VMWare HTML interface provides student access to either a full Windows 10 desktop loaded with instructional applications or to the application itself running standalone ([IIIC1-07](#)). Any student connected to a campus resource requiring Google authentication has access to Google Cloud Print ([IIIC1-08](#)). By selecting SBCC Cloud Print, the print submission is in queue until released by the student at a campus multifunction copier using the campus card ([IIIC1-09](#)). Each semester for every course, a Canvas course shell created automatically populates the shell with all students registered for that course. Santa Barbara City College continues to be a leader in the California Community Colleges in providing technological services to faculty, staff, and students.

Analysis and Evaluation

The Information Technology Division provides appropriate and adequate support to students, faculty, and staff. This support is provided through the operation and integration of the College's major tools of Banner, Canvas, CampusLogic, Softdocs, and Starfish, as well as many other smaller tools. User support is provided to faculty, students, and staff through both online (Zoom) and face-to-face modalities. The campus has excellent network connectivity using a robust wired and wireless infrastructure and has been integrated into eduroam to allow wireless access across many educational institutions and museums. Lastly, the College leverages statewide efforts by integrating with many of the statewide projects, such as the Vision Resource Center for training, Alma/Primo VE for the library, Canvas for a Learning Management System, and CCCApply for College applications.

IIIC.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Technology planning is a centralized process led by the District Technology Committee (DTC) ([IIIC2-01](#)) and augmented by the annual program review process. Each fall, the DTC reviews and updates the District Technology Plan ([IIIC2-02](#)) and reports to the College Planning Council (CPC) on the prior year's plan ([IIIC2-03](#)). The District Technology Plan's strategic goals are detailed in the College's Educational Master Plan ([IIIC2-04](#)). While the institutional objectives are included in the District Technology Plan, departmental objectives are developed as part of the annual program review process. Resource requests entered into the annual program review are linked to Educational Master Plan objectives and/or the District Technology Plan objectives. All technology requests from program review are discussed and ranked by the Instructional Technology Committee (ITC) and the DTC before funding decisions are made through the annual budgeting process. A technology refresh budget, prepared by the Director of Technical and Security Services, is submitted each year and is funded prior to funding of any new technology requests. Technology refresh includes faculty/staff desktop computers, student labs, printers, and network

and data center equipment. The College has implemented a strategic approach toward security planning to improve cybersecurity at an organizational level, as outlined in the Information Technology Security Plan.

Because the College already had robust virtual desktop and streaming applications, some student labs were immediately virtual and, within weeks, departments had implemented virtual lab support using Google Meet and Zoom video conferencing during the COVID-19 pandemic.

Analysis and Evaluation

The District Technology Committee spends a considerable portion of its regular meetings assessing, planning, and budgeting for the upcoming year. Planning is tightly coupled with budgeting, with priority given to the maintenance and refresh of the existing technology infrastructure. This planning process led the College to be an early adopter of Chromebooks and Chromeboxes as low-cost alternatives to expensive and maintenance-intensive traditional laptop and desktop computers. Following on the heels of a successful short-term Chromebook checkout program in the Library, the College embarked on a semester-long checkout program for students that was greatly enhanced during the COVID-19 pandemic. The early planning and the establishment of methodologies for distributing Chromebooks to students made it easy to scale up the process during the pandemic, which ensured that students had the technologies at home to fully participate in the College's transition to completely online instruction.

Establishing an annual budget for technology refresh has allowed the College to ensure a standard level of hardware and software districtwide. Programmatic requests for new equipment are handled in the annual program review, and subsequent review by the District Technology Committee and the Instructional Technology Committee ensures funding is provided for requests that support the College's mission and strategic goals.

Because of prior planning by the District Technology Committee, a broad set of responses to COVID-19 were immediate and highly successful. During the 2020 spring break, more than 97 percent of College courses were converted to online modalities, due partly to a heroic effort by faculty and by the fact that Canvas course shells and video conferencing were readily available and fully supported.

IIIC.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Santa Barbara City College offers courses at the Main Campus, Schott Campus, Wake Campus, Cosmetology Academy, and online. All campus-networked services are provided at the physical locations, including video conferencing ([IIIC3-01](#)), telephone, data network ([IIIC3-02](#)), Wi-Fi, virtualized desktops and applications ([IIIC3-03](#)), and helpdesk support. Online students and faculty have access to virtualized applications, video conferencing, Wi-Fi (eduroam), and helpdesk support. The College provides single sign on for access to network resources. All critical network components are redundant and sit behind redundant load balancers to optimize utilization. Appli-

cation servers are virtualized and have instant failover capabilities in case of system failures. Virtualization and network redundancies provide a robust and highly reliable infrastructure ([IIIC3-04](#)).

Security is an essential component of campus computing. The College implements a strategic approach toward security planning to improve cybersecurity at an organizational level, as outlined in the Information Technology Security Plan ([IIIC3-05](#)). The Information Technology Security Plan provides an overview of the IT security requirements at the College, describes the controls in place or planned for meeting those requirements, identifies and assesses the risks to confidential private information maintained by the College, and defines procedures to manage and control those risks.

The Information Security Group (ISG) advises the District Technology Committee (DTC) in advancing the College's secure technology posture in support of the College mission ([IIIC3-06](#)). The group provides a team of trusted advisors for IT leadership who partner in creating a secure, highly functional IT environment at the College.

The College is also committed to providing a high level of accessibility for campus network resources. The Technology Accessibility Group, which is chaired by the Director of Academic Technology support, plays a fundamental role in monitoring the accessibility of information technology resources across the campus. The Executive Director of Information Technology is also the College's Section 508 compliance officer and is responsible for full compliance with federal and state accessibility laws.

Analysis and Evaluation

Santa Barbara City College implements appropriate methods and allocates the appropriate resources for the maintenance, management, and operations of all technology infrastructure, systems and equipment at all District locations. The College provides appropriate systems, methods, and practices to ensure data integrity, reliability, and availability by providing redundant network/server connectivity, firewalls, vulnerability scanning, intrusion detection/prevention, monitoring, planning, and backups.

The SBCC security chain begins at the network level with a fourth-generation firewall, network segmentation, and pervasive intrusion detection scanning. Applications are protected by load balancing firewalls and virtualization security features. The College protects user accounts by employing safe password guidelines, multi-factor authentication, and monitoring accounts for suspicious activity. The College uses data inventory and monitoring software to discover, classify and protect sensitive data stored on the network and in the cloud that might contain confidential personal information such as student records. Scheduled and real-time scans are performed against local and cloud data repositories to protect against exposures and data security breaches. An application firewall discovers and controls malicious cloud apps connected to the College's Google Apps environment. The last link in the security chain is data integrity maintained at the desktop level through the use of anti-virus/anti-malware tools, software updates, and the limiting access rights for users to the bare minimum permissions needed by employees to perform their work.

Technology support is available to all students and employees at all campuses as well as extended off-campus via work order, phone, or email.

The Information Security Group guides strategy, direction and decision making to advance the mission of the College through information security technologies, assurance, policies, compliance, risk management, and assessment of the Information Technology Security Plan.

The College performs periodic assessments of the security posture of the campus network and data resources to ensure that the College is compliant with its security policies, procedures, and regulations.

IIIC.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The Faculty Resource Center (FRC) provides small group and individual training to faculty and staff on the use of all enterprise-level software systems provided by the College. Training sessions are generally two-hour workshops offered throughout the fall and spring terms. Summer workshops are also offered but to a lesser degree. At the end of most workshops, participants are sent an evaluation survey to measure their perception about the quality and value of the workshops ([IIIC4-01](#)). Workshop schedules are posted each semester in the College's FLEX, i.e., professional development system, to allow for ease of registration. Workshop announcements are sent by College email each week to remind faculty and staff about training opportunities. Departments can also request technology training specific to their needs. Individual in-person or online training via Zoom is also provided upon request.

In terms of support, faculty can call or email the FRC at its group email address [frc-group@pipeline.sbcc.edu] as needed if problems occur or when questions arise about technology use. This email address is monitored throughout the workday by the FRC staff. The email requests are entered into an FRC support [Google sheet] spreadsheet as a means of tracking the resolution of problems or requests. Information Technology (IT) helpdesk ticket requests are also compiled and shared with the FRC staff. Both datasets are periodically reviewed by FRC staff to look for recurring questions or problems. All of these entries and survey data provide a type of feedback loop for FRC staff to learn about the effectiveness of its training and support. FRC staff members also produce and share instructional materials about technology operation and use as another alternative means of instruction or support. These materials are housed on its department webpage ([IIIC4-02](#)).

The IT Department provides in-person and remote training to employees on the use of the College technology resources such as Google Apps, Banner, Pipeline campus portal, desktop computing, and classroom technologies. Remote workforce training is provided via Zoom conferencing. Training on the use of College technology systems is provided directly to newly-hired employees as part of the onboarding process. In addition, staff may request training on specific technology by submitting a ticket to the IT helpdesk.

Banner ERP system training is provided to users on-demand by coordinating with College departments. Training sessions are also periodically offered during the In-Service and when new features are deployed.

The IT Department webpage ([IIIC4-03](#)) offers direct links to informational resources providing guidance in the use of technology systems. These resources are updated routinely to keep current with changes in the technologies implemented.

The IT Department provides cybersecurity awareness training. This training is required for all employees in departments that use or have access to confidential private information (such as student or personnel records) in the course of their work, and is also required for all newly hired employees as part of the onboarding process. College cybersecurity awareness training is transitioning from primarily in-person training to online instruction, utilizing the online cybersecurity training module provided by the California Community Colleges Information Security Center and made available through the Vision Resource Center. This online cybersecurity awareness training is specifically targeted to California community college employees. Through this easy-to-use system-wide resource, mandatory training is available for College employees who log in at their convenience to access the security training, where reporting is then available for progress tracking.

The College provides professional development activities for staff, faculty, and managers designed to support enhancement of skills in a broad range of subjects, including technology. All College employees and students have the opportunity to utilize unlimited access to the full catalog of courses and training materials available on LinkedIn Learning, with numerous classes and workshops relating to technology. Professional development training is also provided to staff and faculty through the SBCC Career Skills Institute, with courses covering multiple disciplines of study, including technology.

The IT helpdesk maintains a FAQ site that includes “just in time” training links and refers students to a custom site on an ‘as needed’ basis ([IIIC4-04](#)). Employees are directed to a separate customized site as needed ([IIIC4-05](#)).

Analysis and Evaluation

The training and support of faculty and staff is evaluated on an annual basis by the Professional Development & Advisory Committee (PDAC). A professional development plan is written and submitted to the Chancellor’s Office. This committee consists of the Faculty Director of the Faculty Resource Center who is also the Faculty Professional Development Coordinator. Other members include the Dean of Professional Development, staff training leaders at the College, the Assistive Technology Specialist, the Academic Senate President, and other faculty. The Committee on Faculty Resources (CFR) also informs the FRC and PDAC about other important, non-technology training provided by the College for faculty and staff, such as the Affective Learning Institute, the Scholarship on Teaching and Learning, Crossroads Anti-Racism training, and the Faculty/Student Mentorships.

IIIC.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The Program Review User Guide details the planning activity that provides appropriate technology for instruction ([IIIC5-01](#)). This activity is facilitated by the College’s technology-ad-

visory and review committees. Educational Program (EP) department requests of over \$1,000 are submitted as resource requests in the College's annual program review tool, eLumen. In the reviews, departments must include a short justification about their requests. For requests over \$5,000, a more detailed form must also be completed and submitted to the IT and FRC directors for review and subsequent planning. All EP resource requests and justifications are then compiled in eLumen and submitted to the Instructional Technology Committee (ITC) ([IIIC5-02](#)), which annually reviews and ranks them. During the review process, resource requests are evaluated by two IT directors to address infrastructure and technical support costs and by the committee in an advisory capacity about the appropriateness of the technology selection given the department(s) justification. These rankings are combined with the rankings from the President's Cabinet and the District Technology Committee (DTC) to form a final ranking which is presented to the College Planning Council (CPC) for final ranking and funding recommendations.

Analysis and Evaluation

Technology planning and resource requests have many checks and balances. The Academic Senate's committee on Instructional Technology reviews requests for Educational Programs. Program review provides peer review for classroom planning of software and platform implementation. The committee works in collaboration with the District Technology Committee in support of needed infrastructure to support classroom instruction and to meet College goals. Requests are reviewed by the Program Evaluation Committee as part of the department's program plan for the coming three-year period.

The Instructional Technology Committee consists of academic and educational support faculty representatives. Classified staff members of the committee bring in resource information to inform the committee regarding opportunities and impacts of technology usage in the classroom. Requested software and hardware items are carefully vetted by committee members, ensuring the requested items meet department goals and objectives as stated in their program reviews. Should requests require additional infrastructure needs, those items are taken to the DTC to discuss costs, implementation challenges or opportunities for emerging technologies. The Planning and Resources Committee vets the incoming requests from Educational Programs for equipment needs utilizing the same division representative structure. When equipment needs reveal a technology-related component, Program Evaluation Committee and DTC chairs meet to discuss impact prior to ranking.

Conclusions on Standard IIIC Technology Resources

Santa Barbara City College provides appropriate and adequate support to students, faculty, and staff. The campus has excellent network connectivity using a robust wired and wireless infrastructure, a well-supported suite of virtual, software and hardware tools to support instruction, services, and operational needs of the institution. User support is provided to faculty, students, and staff through both online and face-to-face modalities. SBCC prioritizes security, beginning with a fourth-generation firewall, network segmentation, and pervasive intrusion detection scanning. The College protects system security at a variety of levels and with several key, layered strategies. Technology support and training is available to all students and employees at all campuses as well as extended off-campus via work order, phone, or email.

SBCC guides strategy, direction and decision making to advance its mission through information security technologies, assurance, policies, compliance, risk management, and assessment of the Information Technology Security Plan. Planning, assessment, and resource allocation of the College's technology needs are supported by three committees that specialize on particular areas and intersect for collegewide input and effectiveness. Planning is tightly coupled with budgeting, with priority given to the maintenance and refresh of the existing technology infrastructure to support the College's mission and strategic goals. Because of the prior planning by the District Technology Committee, a broad set of responses to COVID-19 were immediate and highly successful. SBCC effectively served students, staff, and faculty as the institution moved online in the face of the COVID-19 pandemic.

Standard IIIC Evidence List

[IIIC1-01](#) Fall 2020 IT Organizational Chart
[IIIC1-02](#) Administrative Systems Support Matrix
[IIIC1-03](#) CCD Circuit Topology 05-2020
[IIIC1-04](#) Eduroam U.S. Connectors - InCommon
[IIIC1-05](#) Eduroam Semi-Annual Report 12-2019
[IIIC1-06](#) BOT Meetings Streamed on YouTube
[IIIC1-07](#) SBCC VDI Information Webpage
[IIIC1-08](#) Google Cloud Print
[IIIC1-09](#) SBCC Mobile Printing Webpage
[IIIC2-01](#) DTC Webpage
[IIIC2-02](#) District Technology Plan 2019-2020
[IIIC2-03](#) District Technology Plan Annual Report
[IIIC2-04](#) Educational Master Plan
[IIIC3-01](#) Dashboard Zoom
[IIIC3-02](#) Information Technology Security Plan, pp. 4-5
[IIIC3-03](#) District Technology Plan Annual Report
[IIIC3-04](#) Information Security Status Report
[IIIC3-05](#) Information Technology Security Plan
[IIIC3-06](#) Information Technology Security Plan, pp. 3-4
[IIIC4-01](#) FRC Technology Training
[IIIC4-02](#) FRC Webpage
[IIIC4-03](#) IT Department Webpage
[IIIC4-04](#) IT Support for Students Webpage
[IIIC4-05](#) IT FAQs for Employees Webpage
[IIIC5-01](#) Program Review User Guide
[IIIC5-02](#) ITC Webpage

D. Financial Resources

Planning

IIID.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The Santa Barbara Community College District has always worked to operate within its financial means by attempting to maintain a balanced budget and healthy reserves. Board Policy on Reserves (BP 6305) sets a minimum reserve of either 20 percent of planned expenditures, or 5 percent of planned expenditures plus any deferrals, whichever is greater ([IIID1-01](#)). The District's Unrestricted General Fund Reserves have remained well above the minimum reserve dictated by Board policy. These reserves help to ensure the District's financial resources are sufficient to maintain student learning programs and services in the event that unforeseen developments result in restrained resources. The COVID-19 pandemic has had a significant impact on District revenues, and the 2020-21 budget will require that the District dip into the Board designated reserve to address this unforeseen circumstance ([IIID1-02](#)).

The District has experienced a steady decline in resident enrollment since peaking in fiscal year 2009-10 ([IIID1-03](#)). In addition, the District has experienced a decline in international and out-of-state student enrollments since peaking in fiscal year 2014-15 ([IIID1-04](#)). At the same time, required contribution rates for the PERS and STRS pension systems have been increasing significantly ([IIID1-05](#)). These declining enrollments, as well as the significant increases in required contributions to the PERS and STRS pension systems, have made it difficult for the District's revenues to keep up with the increasing expenses. To help mitigate the impact of declining enrollments and growing expenses, the District has been using reserves to stabilize programs as it works to balance its budgets. The District has ended the year with a deficit in the Unrestricted General Fund in four of the last five fiscal years ([IIID1-06](#)). The District has been working to develop strategies to bring the budget back into balance ([IIID1-07](#)).

The District's budget allocation process begins with the annual program review process. As part of this process, departments have an opportunity to request financial resources to support or enhance their program. These requests are linked to department goals, and are ranked by various shared governance groups ([IIID1-08](#)). The resource request portion of the annual program review process is described in the Program Review User Guide ([IIID1-09](#)). Over the past five years, the District has provided a combined \$3.2 million in funding for these requests ([IIID1-10](#)). As the availability of funds in the Unrestricted General Fund has declined, the District has relied on the Instructional Equipment Block Grant to allow for continued funding for Instructional Equipment Needs ([IIID1-11](#)). Resource requests for new or replacement faculty positions are reviewed and ranked by the Academic Senate ([IIID1-12](#)).

In addition to the program review resource requests, departments can request to adjust their budgets to align with their needs through annual budget reviews with the Budget Resource Allocation Committee (BRAC). Each spring, this committee holds a series of meetings ([IIID1-13](#)) where all departments, with an Unrestricted General Fund Budget, submit budget proposals for the upcoming fiscal year for review. Meetings are inclusive of budget owners and adjustments, both up and down, are made to the proposed budget to accurately reflect current departmental needs in order to realistically achieve the institution's stated goals for student learning ([IIID1-14](#)). In addition to ensuring departments have sufficient resources allocated to meet those goals, the District also has an ongoing commitment to provide funding for tutorial services ([IIID1-15](#)).

Analysis and Evaluation

The District's financial resources are sufficient to support its programs and services. The District's reserve policy ensures that financial resources are stable and provide the District latitude to make strategic adjustments over time in response to declines in available resources. The reserves have also helped to provide a buffer against significant unforeseen circumstances, including the COVID-19 pandemic. The District plans to utilize the reserve to preserve student learning programs and to allow time for revenues, particularly from non-resident students, to recover from this event. At the same time, the District is also using these reserves to stabilize District programs while it addresses its structural deficit in a strategic manner.

Allocation of resources is done in a way to help ensure departments receive support needed for development, maintenance, and enhancement of their programs or services. The program review process provides programs an opportunity to identify needs and request resources to meet those needs. The budget development process helps to ensure that departments can maintain their budgets through an annual review process that allows for adjustments to meet departments' current needs. Allocating resources is done in a transparent manner, with constituent involvement in the ranking of resource requests as well as through the Budget Resource Allocation Committee's review of departmental budgets. These processes help ensure that a budget is developed and resources are allocated with integrity and in a manner that ensures financial stability.

IIID.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's mission and goals form the basis for all college operations. BP 6200 requires that the annual budget support the District's mission and institutional planning priorities ([IIID2-01](#)). In addition, BP 6225 Principles of Budget Development, states, "Budget Development shall reflect the institution's commitment to prudent fiscal management, participatory governance, and resource allocation linked to integrated planning in order to support the mission of the District" ([IIID2-02](#)). The District has developed a document highlighting its Budget Values ([IIID2-03](#)). This document was developed by the College Planning Council (CPC) in July 2019 ([IIID2-04](#)) and discussed by the Board of Trustees at its August 8, 2019 meeting ([IIID2-05](#)). Since its development,

this document has been included with all budget presentations to help remind everyone about the District's mission and stated values around budget development ([IIID2-06](#)).

The fiscal planning process occurs in a timely manner where information is disseminated throughout the institution over a one-year period in several phases. First, each department completes a comprehensive program review every three years ([IIID2-07](#)). Departments needing funding for facilities, technology, equipment, or personnel, however, may submit requests through program review annually ([IIID2-08](#)). In 2020-21, the District is putting the comprehensive program review process on hold to allow for the process to be reviewed and updated. During this one-year hold, the resource request portion of the annual program review process will continue as usual. Second, submitted requests are ranked as follows: instructional technology resources are ranked by the Instructional Technology Committee; non instructional technology resources are ranked by the District Technology Committee; equipment requests from academic departments are ranked by the Planning and Resources Committee; and requests from nonacademic departments are ranked by the President's Cabinet ([IIID2-09](#)). Requests for new or replacement faculty positions are reviewed and ranked by the Academic Senate ([IIID2-10](#)), then recommended to the Superintendent/President, who makes a final determination on which positions to fill ([IIID2-11](#)). Requests for nonacademic positions are also submitted through program review ([IIID2-12](#)). Third, rankings are then compiled and presented to the CPC in the spring for review ([IIID2-13](#)) and for final consideration in September ([IIID2-14](#)) once funding availability is determined. In addition, all department budgets are also reviewed on an annual basis by BRAC. As part of this review, departments have an opportunity to request adjustments to their Non-Labor budgets ([IIID2-15](#)) to ensure their resources are adequate to their needs. As required by BP 6200 Budget Preparation and Multi-Year Fiscal Projections, fiscal projections are also included as part of the tentative and adopted budgets in order to ensure that long term fiscal stability is considered as part of budget development ([IIID2-16](#)).

The District's annual budget development process relies primarily on institutional plans for content and timelines and is completed using a timeline designed to meet all state reporting requirements, as well as to allow time for appropriate review ([IIID2-17](#)). While the Board of Trustees sees multiple iterations of the budget throughout the development process, the budget is also presented to campus constituency groups directly ([IIID2-18](#)). Additionally, information about the budget is disseminated to the campus community through email memos from the President ([IIID2-19](#)). The budget is shared with the community through budget forums which are held prior to final budget adoption in September ([IIID2-20](#)). Throughout the year, updated budget information is shared through budget presentations to both the CPC and the Board of Trustees.

Analysis and Evaluation

Board policies on budget development ensure that the District's mission and goals are the foundation of budget development, that the District's budget is prudent, and that it goes through a participatory governance process. Including the Mission and Budget Values as part of all budget documents and presentations helps ensure they remain a part of fiscal planning throughout the process. Program review provides a link between the mission, institutional planning, and resource allocation. It is also the process whereby the District establishes priorities among competing needs through review and ranking at multiple shared governance committees. Fiscal projections are prepared and presented to monitor future District budget needs, allow for sound fiscal decision making, and ensure long-term fiscal stability.

Regular presentations on financial matters throughout the budget development cycle help ensure the District's financial planning process is transparent, and provide appropriate opportunities for campus constituency groups to participate and provide feedback. Presentations throughout the year also help ensure that appropriate financial information is shared throughout the campus in a timely manner.

IIID.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The District has a regular budget development process governed by BP 6200 Budget Preparation and Multi-Year Fiscal Projections ([IIID3-01](#)) and Administrative Procedure (AP) 6200 Budget Preparation ([IIID3-02](#)). The budget process begins with the creation of the Budget Development Timeline, which is communicated to, and approved by, the CPC ([IIID3-03](#)) and the Board of Trustees every year ([IIID3-04](#)). Both the Board and CPC are kept updated with numerous presentations and discussions on the budget throughout the budget development cycle. The Budget Development Timeline, as well as the more detailed steps in the budget development process, are also presented and discussed at the annual February managers meeting ([IIID3-05](#)). Managers also are provided budget development guidance through memos sent via email from the Controller throughout the annual budget development cycle.

Managers drive the annual budget request process and are encouraged to seek input on budget requests related to the impact on their department(s). Budget request files sent to managers for the 2020-21 Budget Development Process included a section for managers to document the process used to develop the budgets for each department, including who was consulted as a part of the process ([IIID3-06](#)). Constituent participation in budget development is also ensured through BRAC. As part of the budget development process, BRAC reviews and discusses all departmental budgets in detail with the budget owners ([IIID3-07](#)). In addition, this committee is kept up to date on all system-wide budget issues throughout the year.

The final developed budget is presented to the CPC ([IIID3-08](#)) and the Board of Trustees for approval ([IIID3-09](#)). Once the budget is approved, the document is posted to the budgets page on the Fiscal Services website ([IIID3-10](#)). In addition to the high-level budget presence on the webpage, the detailed budget is also available through the Simpler Systems, which is the College's fiscal reporting tool ([IIID3-11](#)). All managers and department chairs have access to this tool, with regular training on its use available through the Fiscal Services Office.

Analysis and Evaluation

All financial planning and budget development processes are initiated and driven through a constituency participation process. The budget development timeline is presented and approved through a shared governance process and is continually assessed at various stages to allow constituent groups opportunities to provide feedback in a continual sequence of presentations and approvals. All departments contribute to the budget process via their assigned budget managers, who make the initial proposal for the department-level or fund-level budget

requests. This creates a very inclusive system of participation that allows both rigorous and broad oversight.

Fiscal Responsibility and Stability

IIID.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional financial planning is based on a realistic assessment of financial resource availability. BP 6200 Budget Preparation and Multi-Year Fiscal Projections, provides overall direction for budget development and requires the District's annual budget be based on the "best reasonable estimates of actual revenues and expenditures" ([IIID4-01](#)). Strategic Direction 2.1 states the District "make sound fiscal decisions, based on district budget values and accurate information that ensure the long-term financial health of the district." To accomplish these directives, the District goes through an in-depth budget development process where every aspect of the spending plan is reviewed in detail. The budget contains funding only for positions currently filled, or planned to be filled during the year. Departmental nonlabor budgets are reviewed in detail each year and aligned to meet actual department needs, reducing or eliminating budgets no longer needed. This practice ensures the final budget presents the most realistic assessment of the District's financial needs for the fiscal year. To ensure a forward outlook on financial planning, the District prepares a five-year fiscal projection presented with both the tentative and adopted budgets ([IIID4-02](#)).

Throughout the budget development process, and throughout the year, individuals involved in institutional planning are kept apprised of the financial state of the District. The Board of Trustees and the CPC are involved throughout the budget development cycle. Budget reports are presented to both groups on a regular basis, and these presentations include both updated current year information and multiple years of actual results for comparison. Presentations also include a review of District reserves. In addition to the presentations to the Board of Trustees and CPC, information about the District's financial resources is communicated to other constituency groups throughout the year. The Controller presents financial information to the Planning and Resources Committee, a subcommittee of the Academic Senate, at least every spring ([IIID4-03](#)). Financial information also is presented at managers meetings ([IIID4-04](#)). Finally, to ensure that individuals throughout the District have access to information on the College financial status, the Vice President of Business Services presents financial information at budget forums and the Superintendent/President frequently provides information on the District's fiscal condition in communications to District employees ([IIID4-05](#)).

Analysis and Evaluation

The District's institutional planning is conducted concurrently with its financial planning. During this time, the District's Controller and Vice President of Business Services make presentations at Board meetings on the status of the state budget and economic factors to be considered. This allows the District to make financial decisions with timely information, known risks, and future opportunities.

During the budget development process, the Board, constituency groups, and budget managers are presented with recent financial history and multi-year projections (including assumptions) that provide further context to financial resources. Additionally, the collaborative process involving the District's budget provides additional opportunity for feedback from stakeholders. Once a budget is approved by the Board, the year-to-date budget status is presented on a recurring basis at subsequent Board meetings to ensure District transparency and provide budget managers and the Board opportunities to adjust the District's spending plan accordingly.

IIID.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College's independent audit reports serve to confirm that data in the financial information system is accurate and reliable. The independent audit consists of a review and compliance testing of internal controls as well as testing of financial transactions. The independent auditor's opinion provides reasonable assurance of the integrity of the financial information presented by the College. To date, the College has never received a qualified audit opinion ([IIID5-01](#)).

In order to help ensure accountability, transparency and accuracy, the College requires multiple layers of approvals for all expenditures ([IIID5-02](#)). Revenues are posted by the Fiscal Services team and reviewed by fiscal management ([IIID5-03](#)). Every department and restricted fund has an assigned budget manager, with an overseeing dean or vice president acting as a second approver to review expenditures for substantiation and accuracy. The Fiscal Services team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies. Expenditure transactions are reviewed for accuracy and appropriateness prior to entry by the Accounts Payable team. After entry, the system checks to ensure that there are sufficient funds in the budget to allow for the expenditure. Check runs are reviewed and approved by the Assistant Controller and all checks are matched to invoices prior to distribution. Finally, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by a Fiscal Services manager.

The District's Fiscal Services team regularly evaluates internal controls to improve processes. For example, in fall 2018, Fiscal Services implemented SAP Concur, a travel and expense management tool, to help improve processes related to District credit card expenditures. Prior to implementing SAP Concur, District credit card expenditures were reported through a paper process approved solely through the cardholder's supervisor. The new system moved the approval process to an electronic format. This new format allowed each expense to be routed to the appropriate budget manager, as well as their manager, providing two levels of approval ([IIID5-04](#)). This greatly improved transparency of purchases on District credit cards and helped ensure purchases are being coded to the correct budgets. In addition to better oversight on transactions, the program allows Fiscal Services to review reports and ensure all transactions are processed in a timely manner.

The College maintains a continual pattern of transparency through financial reporting via various public or institutional platforms. The Superintendent/President presents a brief overview of the financial state of the College during the annual In-Service, and the Vice President of Business Services and Controller also present information on the budget to multiple campus groups, including budget forums, presentations to the CPC, and monthly Board meeting reports ([IIID5-05](#)). Additionally, the College grants permanent employees open access to Simpler, the College's financial data warehouse system providing real-time information on the budget and availability of funds.

Analysis and Evaluation

Annual audits with no findings confirm the College's financial documents maintain a high degree of credibility and accuracy, reflecting appropriate allocation and use of financial resources to support student learning programs and services. The auditor's review of District internal controls confirms these are adequate.

The College's multi-layer approval process serves as an appropriate mechanism to ensure adequate transparency, timeliness, and reliability of financial data.

IIID.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Santa Barbara City College's annual budget reflects the operational cost of meeting the College's strategic directions and goals as delineated in the Educational Master Plan in support of student learning programs and services, including state and local funding, and the cost of activities planned for the year. Further, the budget incorporates projected enrollment ([IIID6-01](#)), instructional and student support programs, the hiring of new and replacement faculty, negotiated increases in salary schedules, increases for salary step movement, the cost of employee benefits, and all budget requests approved for funding.

SBCC's budget development process is a collaborative effort that considers the needs of every department and program. All departments and programs are required to submit a budget proposal, which is reviewed by BRAC, and all deans and vice presidents are invited to present their proposals for the year ([IIID6-02](#)). Budget managers, who are tasked with reviewing and approving expenditures for the departments, also attend these presentations to provide further commentary on the proposals. The entire committee review stage is a shared governance process.

Prior to Board approval, the budget is presented to the campus community and the public in a Budget Forum that typically takes place in September ([IIID6-03](#)). All budget modifications are approved by deans or vice presidents ([IIID6-04](#)) and are reported on a regular basis to the Board of Trustees.

The College has a commitment to providing resources supporting student learning. The trend analysis of fiscal data reported to the California Community Colleges Chancellor's Office shows SBCC has consistently exceeded the compliance level of direct instructional spending requirements. Over

the past five years, the College has exceeded the 50 percent requirement, with 55 percent of the 2018-19 expenses directly supporting student learning ([IIID6-05](#)). The remainder of the budget provides for direct and indirect support of student learning programs and services via business services, public relations, and instructional advancement.

Analysis and Evaluation

The institutional budget is an accurate reflection of institutional spending and has a high degree of credibility with constituents due to its collaborative and shared governance process. However, one area of caution for the College is that many budget managers have exceeded their budgets in recent years, which can damage credibility. To address budget management oversight, Fiscal Services has implemented monthly training sessions and office hours that are open to all College staff. Additionally, Fiscal Services staff began creating and updating manuals, FAQ documents, and fiscal templates in order to triage and scale the level of support it can provide as part of continuing improvement in the timeliness, control, and accuracy of the budget and actual expenditures.

As previously mentioned, the College's independent audit report further confirms that the College's financial documents contain the highest degree of accuracy, with the College receiving no qualified audit opinion to date.

IIID.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

BP 6400 and AP 6400 Financial Audits require SBCC to contract with external auditors to audit the College's annual financial statements each year ([IIID7-01](#)). The audit includes all District funds. In addition, auditors perform a separate audit of the District's Parking Fund ([IIID7-02](#)) and also performed a separate audit on the District's Bond Fund ([IIID7-03](#)) while the District was still expending funds from the Measure V bond.

Reports and financial statements that are produced as a result of these audits are presented by the external audit firm to the Board of Trustees every December ([IIID7-04](#)).

The District had one audit finding in fiscal year 2015-16 related to the Return to Title IV requirements of the federal financial aid program. That academic year, the District added a second term to its summer calendar, which led to complications in processing. While the District had returned all funds as required, there were delays in processing that caused the District to miss the 45-day timeline to return funds. The District's response to this finding is a thorough explanation of the issue, including identifying the root cause and remedial changes to ensure the situation would not occur again ([IIID7-05](#)).

Analysis and Evaluation

Since 2015-16, the District has only had one audit finding, which was related to an institutional implementation of an additional summer term that affected the timing of financial aid disbursements. The District responded accordingly in a timely manner through its Management Response

and Corrective Action Plan section of the audited financial statements. There have not been any further findings and the District has never received findings related to its financial statements.

IIID.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College uses annual reviews of user roles and functions, budget committees, multi-step workflows, and annual independent audit reports to assess and improve its financial and internal control systems.

While service to internal and external customers is a priority, appropriate safeguards have been established to maintain the integrity of financial management via the separation of duties through user roles and functions in its Banner system. For instance, only the Purchasing Department is allowed to set up vendors, while Accounts Payable roles have the sole authority to print checks. In a similar manner, only the Payroll Department can process payroll checks. The College recently started reviewing the status and permissions of user roles via enterprise system reports on an annual basis and is considering rotating internal functions to strengthen its protection against fraud and abuse ([IIID8-01](#)).

The College utilizes BRAC to review department budgets and reallocate funds as needed via a shared governance voting process. All proposed budgets are reviewed and approved by BRAC, as well as funding requests throughout the year ([IIID8-02](#)). An example of a mid-year budget request would be a department with an employee on unexpected leave of absence that is requesting a budget for overtime to meet a deadline. Last year, BRAC began separating ongoing versus one-time expenditures in its annual budget review process in order to improve its allocation procedures ([IIID8-03](#)).

The College also uses its enterprise resource system, Banner, along with third-party applications such as SAP Concur to review and approve all transactions using a multi-approval workflow. All journal entries in Banner are reviewed by fiscal managers while all credit card transactions are reviewed and approved by their respective budget managers in SAP Concur. As a further precaution, approved credit card reports and expenditures are randomly audited by Fiscal Services to ensure expenditures have been appropriately substantiated and reviewed ([IIID8-04](#)), occasionally providing an opportunity to educate users on proper substantiation or feedback for improvements from budget managers. The list of budget managers (for all funds and departments) is also reviewed and updated on at least an annual basis.

Analysis and Evaluation

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness on a recurring basis and improved via review processes in a consistent manner. The College uses both internal and external parties to review and audit the integrity of its control systems while also creating transparency and accountability via a shared governance process.

IIID.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

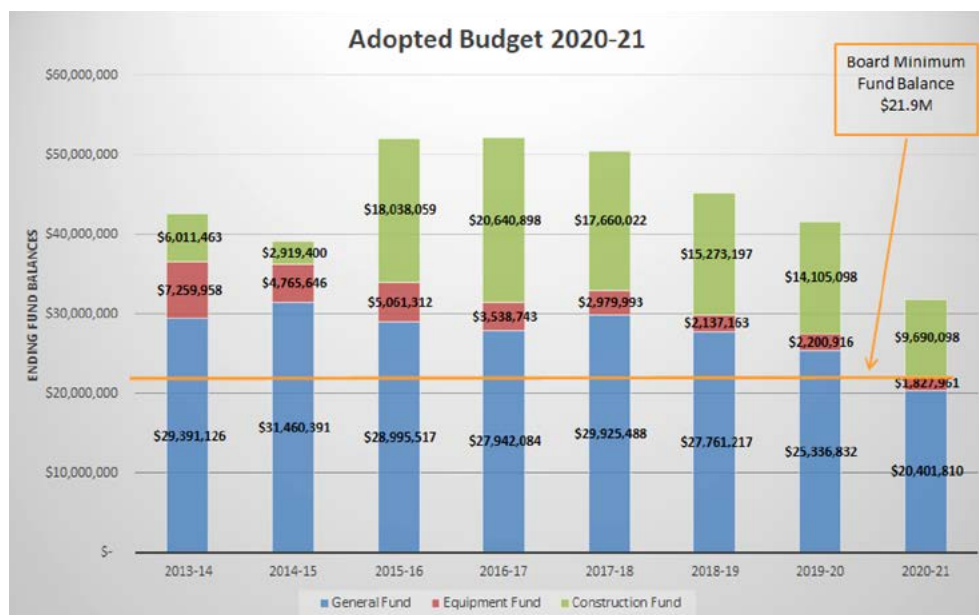
The Santa Barbara Community College District's Board of Trustees set forth the following principles governing the establishment and maintenance of a Reserve Fund, which provides a resource for contingencies and reasonable yet unforeseen operational needs, in BP 6305 Reserves ([IIID9-01](#)). "Reserve Fund principles are built upon the expectation that (1) the District's annual budget is reflective of a sound and reasonable estimate of actual revenues and expenditures; (2) any significant increase or decrease in reserves will be purposeful, deliberate, and transparent; (3) transfers in and out will be transparent; and (4) all elements of the reserve will support and advance the mission of the District."

Per the Board policy, the reserve includes a minimum 5 percent of annual projected Unrestricted General Fund expenditures as required by the California Community College Chancellor's Office. In addition to this minimum requirement, the Reserve includes funds equivalent to deferrals of revenues not received from the state's general apportionment funding in the year revenues were earned, or 15 percent of annual projected Unrestricted General Fund expenditures, whichever is greater. This leads to a policy that yields a total reserve of approximately 20 percent of annual projected Unrestricted General Fund expenditures. In addition to the Unrestricted General Fund reserve, the College maintains two specific reserves: Facility and Infrastructure Maintenance and Capital Equipment. As seen in the table below, ending fund balances have exceeded Board policy consistently for the past five years. Due to the COVID-19 pandemic, the 2020-21 Adopted Budget anticipates that the District will need to dip into the reserves to address this unanticipated emergency.

In June 2020, the state budget included \$1.5 billion in cash deferrals for the California Community Colleges. The Fiscal Services Department conducted a cash flow analysis based on two-year historical seasonality and confirmed that the College has adequate cash reserves to cover the anticipated \$17 million in apportionment deferrals that the College anticipates in the 2020-21 fiscal year ([IIID9-02](#)).

The chart below shows the District's ending fund balances in the Unrestricted General Fund, Construction Projects Fund, and Equipment Replacement Fund per the 2020-21 Adopted Budget:

Figure 29. Ending Fund Balance Trends



Provision of insurance is another area that requires regular review. The College participates in a venture under a joint powers agreement (JPA) with the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for property and liability coverage. ASCIP in turn participates in Schools Excess Liability Fund (SELF) for umbrella coverage. The coverage is as follows:

Table 60. Coverage by Entity

Entity	Coverage per Occurrence	Coverage
College	\$25,000	Self-insured retention per occurrence
ASCIP	\$5,000,000	Excess of \$25,000 SIR
SELF	\$20,000,000	Excess of \$5,000,000

The College maintains an insurance fund ([IIID9-03](#)) with a sufficient balance to cover exposure to claims within the self-insured retention. Risk reduction programs are also paid from the insurance fund. Based upon the property and liability claims experience of six claims in 2017, nine claims in 2018, and eight claims in 2019, reserves are adequate to cover expected losses.

Analysis and Evaluation

Board policy requires a minimum Unrestricted General Fund balance that is significantly higher than the state's 5 percent minimum. Further, the College has maintained a strong cash position and adequate reserves to meet its financial obligations in the event of state deferrals without the need for borrowing. Additionally, the College has sufficient insurance to cover its needs, including financial emergencies.

IIID.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District has a number of Board policies and administrative procedures related to effective oversight of finances. BP 6300 Fiscal Management requires that procedures are established to ensure fiscal management is in accordance with Title 5 ([IIID10-01](#)). AP 6300 provides more detailed guidance on fiscal management ([IIID10-02](#)). BP 6400 ([IIID10-03](#)) and AP 6400 Financial Audits ([IIID10-04](#)) require annual audits of the District's financial records, with audit results presented to the Board every December ([IIID10-05](#)). The annual audit includes a state compliance portion as prescribed by the Contract District Audit Manual (CDAM) provided by the California Community Colleges Chancellor's Office. This compliance audit tests various state reporting requirements and ensures that the District is reporting information to the state accurately. The District has not had any compliance findings in the last five years ([IIID10-06](#)).

BP 5130 ([IIID10-07](#)) and AP 5130 Financial Aid ([IIID10-08](#)) guide the policies and procedures around financial aid. The District has a Financial Aid Office that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Federal Financial Aid cluster is audited annually as part of the District's annual audit ([IIID10-09](#)). The only audit finding related to financial aid occurred in the 2015-16 year, and the issue has been resolved ([IIID10-10](#)).

AP 3280 Grants ([IIID10-11](#)) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The Fiscal Services Department has an Accounting Technician III dedicated to overseeing grant and categorical funds. This person works closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program. They also provide assistance with the financial portion of any program audit.

District trust funds, including student club accounts, are managed by the Student Finance section of the Fiscal Services Department. Each trust fund has a signature card on file that details out the authorized signers, as well as the allowable uses of the funds ([IIID10-12](#)). Expenditures from these funds require two authorized signatures approving an invoice prior to them being processed by the Accounts Payable Department.

Business Services and the Purchasing Department manage all District contracts. BP 6340 Contracts ([IIID10-13](#)) lays out the general guidelines around contracts. The District has a series of administrative procedures that implement these policies. These procedures are detailed below:

- AP 6340 Bids and Contracts ([IIID10-14](#))
- AP 6345 Bids and Contracts - UPCCAA ([IIID10-15](#))
- AP 6350 Contracts - Construction ([IIID10-16](#))
- AP 6355 Contracts - Job Order Contracts ([IIID10-17](#))

- AP 6360 Contracts - Electronic Systems and Materials ([IIID10-18](#))
- AP 6365 Contracts - Accessibility of Information Technology ([IIID10-19](#))
- AP 6370 Contracts - Professional Services ([IIID10-20](#))

The Santa Barbara City College Foundation is an independent 501c3 organization that provides significant support to the District. The purpose of the SBCC Foundation is broad and has a diverse strategy with respect to investment policies in line with nonprofit norms. The Foundation functions as a nonprofit public benefit corporation that supports the College in executing its strategic plan. It does so by fundraising and providing assistance to programs and students. The Foundation develops an annual operating budget so that it ensures proper fiscal management of its budget development process, and reviews its budget with its executive committee and Foundation board.

Analysis and Evaluation

The District performs effective oversight of its finances by following numerous established District policies and procedures, which are in alignment with federal and state regulatory guidelines. In order to ensure that financial management remains effective, the District's records are examined by independent auditors on an annual basis. External auditors have never issued qualified opinions on the financial statements and have found no material weaknesses in internal controls.

Liabilities

IIID.11

The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The Board of Trustees is responsible for the District's financial stability. The Board provides direct leadership by monitoring institutional performance, including fiscal management and educational quality, and provides institutional planning oversight ensuring the fiscal health and stability of the District, as detailed in BP 6200 Budget Preparation and Multi-Year Fiscal Projections ([IIID11-01](#)). Consequently, the long-term implications of decisions are carefully examined and discussed by several groups before approval and implementation.

In accordance with BP 6200, when presenting its annual budget, the District includes a multi-year budget projection to determine the long-range financial standing of the District when adopting the annual budget. The multi-year budget projection includes the fund balance projection in order to help determine the College's ability to meet its reserve requirement and the fund balance for institutional effectiveness goals, as well as a view of the impact of the new funding formula ([IIID11-02](#)).

From 2014-15 to 2019-20, Unrestricted Ending Fund balances have exceeded Board policy by approximately \$4 million to \$10 million ([IIID11-03](#)). The reserve balances allow the District to

consistently maintain sufficient annual cash flow to meet its obligations as they come due. The College budget development process has provided stability and sufficient cash flow to eliminate any need to borrow funds. With the COVID-19 pandemic and resulting state budget impacts, cash deferrals are imminent and the impact of the deferrals was presented to the Board of Trustees during the 2020-21 budget development process. The level of deferrals expected in 2020-21 will not require the District to borrow funds to cover expenses ([IIID11-04](#)).

The College is in need of improving its academic facilities, renovating aging classrooms, and engaging in upgrades for energy efficiency, sustainability, and accessibility ([IIID11-05](#)). Measure S did not pass in November 2014 ([IIID11-06](#)) and the resulting outcome has required the College to reassess long-term financial planning to examine funding options for necessary projects. In order to obtain the financial resources needed to improve aging facilities, the District is in need of a general obligation bond.

Analysis and Evaluation

The District's short-term financial plans are structured as part of a long-term institutional strategy to manage its financial resources and obligations. Both the District's short-term plan and long-term obligations are assessed and updated on an annual basis to align with other strategic plans such as the Facilities Master Plan. The District includes a review of its reserve balances in all budget presentations.

IIID.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Santa Barbara City College provides post-employment healthcare benefits under a retirement incentive plan ([IIID12-01](#)). The plan is a single-employer defined benefit plan administered by SBCC. The plan does not issue a stand-alone financial report. Contributions for the fiscal year ending June 30, 2019 totaled \$277,491. The District is compliant with Government Accounting Standards Board (GASB) statements 74 and 75, and contracts for bi-annual actuarial studies to determine the District's Annual Required Contributions (ARC) be completed. GASB Statement No. 75 does not require pre-funding of OPEB benefits; therefore, the District's funding policy is to continue to pay health care premiums for retirees as they fall due, and as such 0 percent of this obligation was funded. The last report was prepared by Total Compensation Systems, Inc. and showed a net OPEB liability remaining of \$7,683,542 as of June 30, 2019 ([IIID12-02](#)). The District has elected not to establish an irrevocable trust at this time, and has no ARC.

The District offered a Supplemental Retirement Program in August 2016 ([IIID12-03](#)) for employees who retired between January and June of 2017. This program requires the District make future contributions for retirement incentives provided to program participants. As of June 30, 2019, the remaining obligation for this program was \$2,445,877. Annual payments of \$840,426 are included in the annual district budget, as well as fiscal projections. The District offered a

second Supplemental Retirement Program ([IIID12-04](#)) for employees who retired between January and June 2020, as well as some faculty who have elected to retire by June 30, 2021. This program will require annual contributions of \$448,968 for five years, for a total obligation of \$897,936.

STRS and PERS rates continue to increase on an annual basis and will continue to impose significant cost increases, and the District's projections in its annual and quarterly budget reports account for these increases ([IIID12-05](#)). The 2019-20 employer rates were 17.1 percent for STRS and 19.72 percent for PERS.

The College has a policy to limit the amount of vacation and compensatory time carryover to limit the College's compensated absence liability. Vacation credit may be accumulated to a total not exceeding what can be earned in 24 months. Employees whose vacation balance exceeds their maximum allowable balance at the end of a fiscal year are paid out the excess balance ([IIID12-06](#)). Employees whose vacation leave balances approach the maximum accrual limit work with their supervisors and Human Resources to develop and implement a plan to reduce their leave balances. Compensatory time is permitted, but employees are encouraged to use the compensatory time when taking leave to help minimize the College's liability. Any compensatory time that is outstanding as of the end of the fiscal year is paid out to the employee.

Teacher load units accumulate according to the terms of the faculty's contract and will be liquidated in future years as faculty elect to use them. Accumulated teacher load units may be used to augment a teaching load up to the standard requirement or to augment sabbatical leave so that a faculty member may receive full pay while on sabbatical. Accumulated teacher load units may be paid out in cash upon termination of employment. The total liability for banked teacher load units is recorded as a liability. The balance was \$1,289,236 as of June 30, 2019 ([IIID12-07](#)).

Analysis and Evaluation

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations. Fixed costs, liability payment and future obligations are all identified during the District's annual budget development process, during which appropriate funding is allocated. The District's OPEB and pension plans are sufficiently planned for, funded, and included in the District's annual budget.

IIID.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College has two areas of debt: the General Obligation bond from Measure V of \$77.2 million, with an outstanding bond principal balance as of June 30, 2019, of \$58.9 million ([IIID13-01](#)); and two loans from the California Energy Commission, both paid from the construction fund for the photovoltaic system of \$1,950,000 with an outstanding principal balance as of June 30, 2019, of \$860,560 and a lighting program of \$750,000 with an outstanding principal balance as of June 30, 2019, of \$226,502 ([IIID13-02](#)). The District has set aside funds in the Construction Fund in order to repay the outstanding principal on these energy loans.

Analysis and Evaluation

The College assesses and allocates resources for the repayment of debts during the annual budget process and as new debt instruments become available. Funds to repay General Obligation bonds are generated from tax collections handled by the County Assessor's Office. Funds to repay locally incurred debt are set aside in the Construction Fund. Debt service payments for all District debts do not have an adverse impact on institutional financial stability.

IIID.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Through its integrated processes, the College identifies projects and sources of funding that are consistent with the District's mission statement, institutional priorities, and College initiatives and plans. Policies and procedures are in place to ensure that financial resources are used with the intended purpose of those funding sources. The College completes an annual external audit to ensure that all financial resources of the College - including auxiliary activities, long-term debt instruments, fund-raising efforts, and grants - are used with integrity and in a manner consistent with the intended purpose of the funding source.

BP 6307 Debt Issuance and Management ([IIID14-01](#)) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The procedures require the College to implement internal controls to ensure that the proceeds of the debt issuance will be directed to the intended use upon completion of the issuance.

Debt

Financial resources available may include funds from a capital outlay bond as approved by voters. If a bond were to be passed, such controls would include a Board-established Citizens' Bond Oversight Committee (CBOC). BP 6740 Citizens' Bond Oversight Committee ([IIID14-02](#)) provides that a CBOC informs the public about the expenditure of bond revenues; it reviews and reports on the proper expenditure of funds for facility construction and advises the public on the District's compliance with the bond requirements as contained in the California Constitution. This procedure ensures proper expenditures of funds for school construction as intended. Additionally, any bond measure requires its own external audit process in which external auditors perform both financial and compliance audits on the bonds and present those audits both to the oversight committee and to the Board of Trustees. Currently there are no active bonds for the District; the most recent was the Measure V in 2008.

Fundraising

The Santa Barbara City College Foundation has provided the College with private philanthropic support since 1976 and serves as the vehicle through which individuals and organizations may invest in the College and its students.

As an independent 501c3 nonprofit organization and partner to SBCC, the Foundation awards more than \$5 million annually for student success programs, scholarships, book grants, emergency funds, academic programs, and other critical needs of the College. During the year ending June 30, 2019, the Foundation provided a total of \$5,497,389 ([IIID14-03](#)). This included \$2,657,801 to fully fund the SBCC Promise, \$1,830,891 to SBCC departments for academic programs, and \$1,008,697 for student scholarships and awards. The SBCC Foundation engages an auditing firm to conduct an annual independent audit of its financial statements ([IIID14-04](#)).

Auxiliary

The College's auxiliary entities include community services/facility rentals, campus store, Food Services, and a child development center. These entities are all District managed and operations are included as part of the annual audit ([IIID14-05](#)) to ensure funds are used with integrity in a manner consistent with the intended purpose of funding for all auxiliaries.

Grants and Categorical Programs

Grants and categorical programs also are included in the District's external audit process. These programs are handled with integrity and follow compliance practices with high standards. Grants are only pursued if they are aligned with the purpose and mission of the College and if the grant advances strategic directions and strategic goals as set forth in the Educational Master Plan ([IIID14-06](#)). Grants have program area managers responsible for ensuring funds are spent as intended. Fiscal Services assists in developing the program budget, monitoring expenditures, generating reports, and assisting with state and federal audits to ensure the integrity of grant programs. An accountant dedicated to grants and categoricals works closely with the program manager in reviewing reports and submitting it to the area manager for approval.

As part of their annual audit, the District's external auditors conduct annual compliance audits of many categorical programs and report their findings and recommendations, if any, to the Board of Trustees ([IIID14-07](#)). The College has received unmodified audit opinions with respect to state and federal compliance since the last accreditation visit.

All financial transactions involving the Associated Student Government (ASG) require approval and a review for appropriateness, with all expenditures requiring two signatures prior to payment ([IIID14-08](#)). Any funds raised for trust or student club accounts are spent on the intended purpose and require multiple levels of approval ([IIID14-09](#)).

Analysis and Evaluation

The District's annual audits include grants, contracts, and auxiliaries. These audits, along with Fiscal Services Department oversight, ensure the District uses these resources with integrity and in a manner consistent with the College mission.

The District further ensures financial resources are used with integrity and in a manner consistent with the intended purpose by requiring restricted funds to be audited or reviewed by:

- funding agencies on an ongoing basis, verifying that bond funds comply with regulatory and legal restrictions;
- funding energy efficiency projects from the related loans;

- monitoring auxiliaries to ensure that services meet the needs of students and staff in a cost-effective manner; and/or
- validating that grant applications are consistent with the Educational Master Plan.

IIID.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and remains in compliance of federal guidelines ([IIID15-01](#)).

Since the College's last accreditation, the District has not been notified of any federal compliance issues within the administration of its Title IV federal loan programs ([IIID15-02](#)). The institution's three-year cohort default, as calculated by the U.S. Department of Education, remains within federal guideline levels. The most recently published rates are listed below:

Table 61. Cohort Default Rates

OPEID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
001285	Santa Barbara City College	Associate Degree	Public	Both (FFEL/FDL)	Default Rate	12.6	15.5	18.2
					No. in Default	167	231	247
					No. in Repay	1,323	1,496	1,350
					Enrollment Figures	26,482	26,653	26,793
					Percentage Calculation	4.9	5.5	5

As can be seen in the above chart, the District's cohort default rate is declining and well below the 25 percent level where the federal government would levy sanctions. The Financial Aid Office monitors the federal default rate on an annual basis when the federal government releases cohort default rates in September of each year.

The District is consistently working to keep the default rate as low as possible and to prevent it from exceeding 25 percent. Plans that have been implemented include mandated loan counseling as well as one-on-one counseling with a financial aid advisor ([IIID15-03](#)), including a review of previous debt as noted in the National Student Loan Data System (NSLDS) in every year a student wishes to borrow money under the Federal Direct Loan program (this counseling is conducted via Zoom for online-only students).

The District employs a full-time Director of Financial Aid to ensure timely compliance with any new federal regulations with the assistance of a full-time financial aid advisor whose primary duties include administration of the federal loan programs. In addition, all financial aid advisors are trained to assist students with questions about the federal loan programs.

Analysis and Evaluation

The District continues to maintain a steadily declining default rate well below the 25 percent federal guideline level. All of the District's financial aid counselors have been trained on federal regulations and continue to support students via loan counseling sessions on at least an annual basis, which includes reviews of previous and current student debt. The District's financial aid procedures remain in compliance as no deficiencies have been found.

Contractual Agreements

IIID.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Consistent with the College's mission, goals, and priorities, the College complies with Board policies and administrative procedures to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to several College policies and procedures before any contract can go into effect, such as BP and AP 6340 Contracts ([IIID16-01](#)), which requires all contractual agreements to comply with the Public Contract Code and be ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing ([IIID16-02](#)), delegates authority to the Superintendent/President to purchase supplies, materials, and equipment as necessary to maintain the efficient operation and quality of the College's educational programs and services.

Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations. Contracts that are subject to California bid law undergo more scrutiny in accordance with BP and AP 6340. California public contract law requires formal bidding and advertising for public projects or purchases, services, and repairs. Contracts are awarded to the lowest responsible bidder who meets the published specifications and provides security as required. Federal guidelines are met with external contracts. All technology purchases are subject to the Accessible Technology Initiative per Sections 504 and 508 of federal code requirements.

The College has recently implemented a template contract process for vendors, which was developed in conjunction with external Legal Services. This method helps to ensure measures are in place to protect the College and taxpayer interest. The District's process requests its vendors and professional service contractors to utilize the District's template contract ([IIID16-03](#)), which is located on the District's Purchasing webpage. If a vendor declines to utilize the District's template contract, any contract that would be negotiated would first be reviewed by the District's external Legal Services and then submitted to the Board of Trustees for approval ([IIID16-04](#)),

independently from monthly contract reports. The Vice President of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board monthly in the form of a Board report for campuswide independent contractor agreements ([IIID16-05](#)) and in the form of a Board report for campuswide purchase orders ([IIID16-06](#)). The vice president of each area monitors the performance of such contracts once approved. In order to mitigate risk and maintain the quality of the educational programs, services, and operations, the College secures insurance for the District if necessary, as required by the law and BP 6540 Insurance ([IIID16-07](#)). BP 6540 requires the insurance to include but is not limited to, the liabilities described in Education Code section 72506.

Contracts can be changed or terminated. For construction contracts, change orders are issued when unanticipated changing conditions are encountered ([IIID16-08](#)). Such change orders are reviewed by the Vice President of Business Services and the Superintendent/President, and approved by the Board of Trustees. Construction contracts contain clauses that allow the College to retain 10 percent of the contracted amount until the project is complete or termination of the contractual relationship for convenience or cause. Invoking the termination clause is infrequent but does occasionally occur.

Analysis and Evaluation

The District's contractual agreements are consistent with the mission and goals of the institution and follow an approval process that is transparent to the public. Contractual agreements are thoroughly reviewed for federal compliance and alignment with institutional policies to ensure that they contain appropriate provisions before being presented to the Board of Trustees. Additionally, contractual agreements are presented in the District's budget development process or as adjustments to the budget to ensure additional transparency and to meet District's standards of integrity.

Conclusions on Standard IID Financial Resources

Santa Barbara City College's financial stability, with resources sufficient to support programs and services, is a result of effective planning and policy and procedure compliance. Board policies on budget development ensure the District's mission and goals are the foundation of budget development, that the District's budget is prudent, and that it goes through a participatory governance process. Including the Mission and Budget Values as part of all budget documents and presentations helps ensure they remain a part of fiscal planning throughout the process. The District's reserve policy ensures that financial resources are stable to provide the District latitude to make strategic adjustments over time in response to declines in available resources. Ongoing resource allocation is directly linked to planning and assessment and ensures that departments receive support needed for development, maintenance, and enhancement of their programs or services. The College has effective, integrated processes that help ensure the budget is developed and resources allocated with integrity and in a manner that ensures financial stability. All financial planning and budget development processes are initiated and driven through a constituency participation process.

Effective oversight and engagement with budget development and review is reinforced by the College's multi-layer approval process to ensure adequate transparency, timeliness, and reliability

of financial data. The institutional budget is an accurate reflection of institutional spending and has a high degree of credibility with constituents due to its collaborative and shared governance process. The College's financial and internal control systems are evaluated and assessed for validity and effectiveness on a recurring basis and improved via review processes in a consistent manner. The College uses both internal and external parties to review and audit the integrity of its control systems while also creating transparency and accountability via a shared governance process. As previously mentioned, the College's independent audit report further confirms that the College's financial documents contain the highest degree of accuracy, and the College has not received a qualified audit opinion to date.

The College has implemented training and tools such as updated manuals, FAQ documents, and fiscal templates to improve the timeliness, control, and accuracy of the budgeted and actual expenditures. District reserves provide a buffer against significant unforeseen circumstances, including the COVID-19 pandemic, as well as providing opportunity for the District to stabilize District programs while it addresses its structural deficit in a strategic manner.

Standard IIID Evidence List

- [IIID1-01](#) BP 6305 Reserves
- [IIID1-02](#) Reserve Balance Chart
- [IIID1-03](#) Enrollment Chart
- [IIID1-04](#) Non-Resident Enrollment Chart
- [IIID1-05](#) PERS-STRS Rate History
- [IIID1-06](#) Unrestricted Fund Deficit History
- [IIID1-07](#) Dr. Benjamin Exit Report
- [IIID1-08](#) Summary of Ranked Requests
- [IIID1-09](#) Program Review User Guide
- [IIID1-10](#) Program Resource Request Funding
- [IIID1-11](#) Program Instructional Equipment
- [IIID1-12](#) Faculty Request Rankings
- [IIID1-13](#) BRAC Meeting Schedule
- [IIID1-14](#) Budget Request File
- [IIID1-15](#) Tutorial Budget
- [IIID2-01](#) BP 6200 Budget Preparation and Multi-Year Fiscal Projections
- [IIID2-02](#) BP 6225 Principles of Budget Development
- [IIID2-03](#) Budget Values Document
- [IIID2-04](#) CPC Minutes 07-29-2019
- [IIID2-05](#) BOT Agenda 08-08-2019
- [IIID2-06](#) Budget Presentation
- [IIID2-07](#) Program Review Cycle
- [IIID2-08](#) Program Resource Rankings
- [IIID2-09](#) Ranking of Non-Academic Requests
- [IIID2-10](#) Ranking Faculty Requests
- [IIID2-11](#) President Email Faculty Positions
- [IIID2-12](#) Program Review Position Requests
- [IIID2-13](#) Program Review Ranking List
- [IIID2-14](#) Final Program Review Ranking

[IIID2-15](#) Budget Request File
[IIID2-16](#) Fiscal Projections
[IIID2-17](#) Budget Timeline
[IIID2-18](#) CPC Agenda
[IIID2-19](#) President's Budget Memo
[IIID2-20](#) FY2020-21 Budget Forum Presentation
[IIID3-01](#) BP 6200 Budget Preparation and Multi-Year Fiscal Projections
[IIID3-02](#) AP 6200 Budget Preparation
[IIID3-03](#) CPC Agenda with Budget Timeline
[IIID3-04](#) BOT Agenda Budget Timeline
[IIID3-05](#) ALA Agenda Budget Timeline
[IIID3-06](#) FY2020-21 Budget Request File
[IIID3-07](#) BRAC Agenda Review Budget Request Files
[IIID3-08](#) CPC Presentation of Final Budget
[IIID3-09](#) BOT Final Budget Presentation
[IIID3-10](#) Fiscal Services Budget Webpage
[IIID3-11](#) FY2019-20 Budget on Simpler
[IIID4-01](#) BP 6200 Budget Preparation and Multi-Year Fiscal Projections
[IIID4-02](#) FY2020-21 Fiscal Projections
[IIID4-03](#) PRC Fiscal Presentation
[IIID4-04](#) ALA Agenda FY2020-21
[IIID4-05](#) President's Budget Memo
[IIID5-01](#) Audit Report on Internal Control
[IIID5-02](#) Audit Report Invoice
[IIID5-03](#) Apportionment Journal Entry Approval
[IIID5-04](#) Concur Audit Trail
[IIID5-05](#) CPC Agenda
[IIID6-01](#) Projected Enrollment
[IIID6-02](#) BRAC Budget File Review
[IIID6-03](#) Budget Forum Presentation
[IIID6-04](#) Budget Adjustment Request
[IIID6-05](#) FON Compliance Report
[IIID7-01](#) BP 6400 and AP 6400 Financial Audits
[IIID7-02](#) Parking Fees Financial Statement
[IIID7-03](#) Measure V Bond Audit
[IIID7-04](#) BOT Agenda Audit Reports
[IIID7-05](#) FY2015-16 Audit Response
[IIID8-01](#) Banner Use Report
[IIID8-02](#) Funding Request to BRAC
[IIID8-03](#) Updated Budget File Template
[IIID8-04](#) Concur Random Audit Record
[IIID9-01](#) BP 6305 Reserves
[IIID9-02](#) Cash Flow Projection FY 2020-21
[IIID9-03](#) 2020-21 Adopted Budget Book
[IIID10-01](#) BP 6300 Fiscal Management
[IIID10-02](#) AP 6300 Fiscal Management
[IIID10-03](#) BP 6400 Financial Audits

[IIID10-04](#) AP 6400 Financial Audits
[IIID10-05](#) BOT Audit Presentation
[IIID10-06](#) Zero Audit Findings
[IIID10-07](#) BP 5130 Financial Aid
[IIID10-08](#) AP 5130 Financial Aid
[IIID10-09](#) Federal Financial Aid Audit
[IIID10-10](#) Financial Aid Finding FY2015-16
[IIID10-11](#) AP 3280 Grants
[IIID10-12](#) Trust Fund Signers
[IIID10-13](#) BP 6340 Contracts
[IIID10-14](#) AP 6340 Bids and Contracts
[IIID10-15](#) AP 6345 Bids and Contracts - UPCCAA
[IIID10-16](#) AP 6350 Contracts - Construction
[IIID10-17](#) AP 6355 Contracts - Job Order Contracts New
[IIID10-18](#) AP 6360 Contracts - Electronic Systems and Materials
[IIID10-19](#) AP 6365 Contracts - Accessibility of IT
[IIID10-20](#) AP 6370 Contracts - Professional Services
[IIID11-01](#) BP 6200 Budget Preparation and Multi-Year Fiscal Projections
[IIID11-02](#) Five-Year Fiscal Projections
[IIID11-03](#) FY2020-21 Adopted Budget
[IIID11-04](#) Cash Flow Projections FY 2020-21
[IIID11-05](#) Facilities Master Plan
[IIID11-06](#) Measure S November 2014
[IIID12-01](#) Faculty Association Contract
[IIID12-02](#) Actuarial Report
[IIID12-03](#) Keenan SERP Contract
[IIID12-04](#) PARS SRP Contract
[IIID12-05](#) Budget Forum Presentation
[IIID12-06](#) CSEA Contract
[IIID12-07](#) District Annual Audit
[IIID13-01](#) Measure V
[IIID13-02](#) District Annual Audit Report
[IIID14-01](#) BP 6307 Debt Issuance and Management
[IIID14-02](#) BP 6740 Citizens' Bond Oversight Committee
[IIID14-03](#) Foundation Financial Statements
[IIID14-04](#) Foundation Independent Audit
[IIID14-05](#) District Financial Statements
[IIID14-06](#) Educational Master Plan 2014
[IIID14-07](#) BOT Approval Audit Report
[IIID14-08](#) ASG Expenditure Procedures
[IIID14-09](#) Student Club Expenditure Form
[IIID15-01](#) BP 5130 Financial Aid
[IIID15-02](#) Audit Report Federal Awards
[IIID15-03](#) Student Loan Counseling
[IIID16-01](#) BP and AP 6340 Contracts
[IIID16-02](#) BP and AP 6330 Purchasing
[IIID16-03](#) Contract Template

[IID16-04](#) Ex-Template Contract
[IID16-05](#) Contract Report for Board
[IID16-06](#) Purchase Order Report for Board
[IID16-07](#) BP 6540 Insurance
[IID16-08](#) Construction Contract Change

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IVA.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Historically, Santa Barbara City College enjoys a culture of collaborative innovation with well established, shared-governance structures that encourage innovation among faculty, administrators, staff, and students. These systemic pipelines facilitate the movement of ideas from campus employees to top decision makers. This culture established SBCC as a national leader with many recognitions and honors for institutional excellence.

Institutional leaders' commitment to create and encourage innovation leading to institutional excellence is expressed on the college website in SBCC's Core Principles:

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation: Student-centered policies, practices, and programs, participatory governance, a psychologically and physically supportive environment, free exchange of ideas across a diversity of learners, the pursuit of excellence in all college endeavors ([IVA1-01](#)).

Well-established, shared-governance structures are described in the College's Resource Guide to Governance and Decision-Making, which encourage innovation and collaboration among faculty, administrators, staff, and students. The Guide outlines the roles of each governance group and "the governance and decision-making structures and processes by which SBCC ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions" ([IVA1-02](#)). The movement of ideas from all campus employees

to the top decision makers is codified in both Board Policy (BP) and Academic Procedure (AP) 2510 Participation in Governance and Local Decision-Making ([IVA1-03](#), [IVA1-04](#)).

Two examples of systemic participative and collaborative processes used to assure effective planning and implementation include the Guided Pathways initiative and the creation of the curriculum approval and faculty training processes in response to the COVID-19 pandemic. All aspects of the development of the Guided Pathways initiative, from early planning through the College's current implementation stage, have involved the collaboration of administration, faculty, staff, and students. The initiation of Guided Pathways resulted from the support of all campus constituency groups. The decision to become one of the 20 Guided Pathways early adopting colleges was discussed and approved independently by all campus governing groups before it was adopted by the Board of Trustees on February 19, 2017 ([IVA1-05](#)). The agenda from the November 7, 2019, Guided Pathways Core Plus Team meeting demonstrates participation and input from all campus constituency groups including faculty, administrators, staff, and students ([IVA1-06](#)).

This same cross-constituency collaboration was deployed to ensure SBCC's adjustment to the sudden move of all campus courses online in response to the COVID-19 pandemic. Through collaboration between the Administration, the Academic Senate and the Senate Curriculum Committee, and Curriculum and Faculty Resource Center Staff, SBCC established effective processes and training to move all courses online, while ensuring the continuation of quality instruction ([IVA1-07](#)).

Earlier in this accreditation cycle, however, the College was tested by a variety of factors. Between spring 2016 and spring 2017, SBCC experienced a complete change in administrative leadership. This change included the retirement of the Superintendent/President; the Executive Vice President, who had led the academic affairs for nearly three decades; and an early retirement incentive accepted by many senior staff, faculty, and administrators. As a result, SBCC began fall of 2017 with new executive leadership from outside the College who were unfamiliar with the campus approach to shared governance and mechanisms and systems to ensure campuswide collective innovation and excellence. This led to a breakdown of the practices that ensured that innovation moved up the pipeline to decision makers. In spring and fall 2018, the difficulties of this transition were compounded by campus disruptions over gender inequity and Title IX complaints and a series of well-publicized acts of racism. It became clear that the College lacked a pathway for disrupting institutional racism and managing emerging conflicts.

In an effort to determine underlying issues, the Interim Superintendent/President in spring 2019 released the Equity, Diversity, and Inclusion Survey to all campus employees. The goal was "to gather data on our campus climate, share the data with our college community, and then to develop a plan of action to improve our climate on the basis of what we learned from the survey." The results of the survey, created and analyzed by an independent contractor, were shared with the campus community in a series of open discussion forums held on all College campuses over the course of two days. The survey identified 11 areas in which inclusion protocols needed improvement, providing the first layer of insight ([IVA1-08](#)). Following survey forums, the College held 16 focus groups, also facilitated by independent contractors and organized not only by campus roles but also by gender and racial identity to ensure that all campus constituency groups could contribute their vision for the improvement of campus culture and communication structures in a completely safe space ([IVA1-09](#)).

The survey and focus groups revealed a dichotomy in the effectiveness of the College's shared governance structures. On one level, governance structures were strong, and this would be tested as SBCC became one of the leading institutions to manage the difficult transition to online instruction during the pandemic ([IVA1-10](#)). On another level, there were areas in which the shared governance structures were not functioning; most notably, staff and faculty did not feel fully included in shared governance and shared governance structures were not designed to address racial tension.

However, in the period following the Equity and Inclusion Survey, the grassroots work spearheaded by Leaders for Equity, Antiracism, and Reparations Now (LEARN) committee moved a number of initiatives forward. LEARN is an independent group that comprises a variety of stakeholders from across the College, including faculty, staff, and managers who came together after expressing frustration about the lack of broad, deep diversity and inclusion training at Santa Barbara City College and myriad problems that students, faculty, and staff of color have experienced. What started as informal hallway discussions prompted the creation of an independent, grant-funded committee that came to provide rigorous, meaningful, and impactful anti-racism training for all members of the campus community.

During the two years LEARN has offered anti-racism training on campus, beginning with its first cohort in fall 2018, anti-racism work has gained widespread support among employees and its work is now done in collaboration with all campus governance bodies ([IVA1-11](#)). Four members of the SBCC Board of Trustees, all managers, and many faculty and staff members have participated in intensive, in-person, anti-racism training. In summer 2020, in the midst of the COVID-19 pandemic, the entire teaching faculty participated in online anti-racism and equity training, which led to improved pedagogical approaches in online courses ([IVA1-12](#)). In the fall of 2020, online anti-racism training was made available for all campus employees.

Anti-racism training and other significant efforts addressing equity have set the foundation for profound structural change requiring additional support. Given the impact that curriculum has in improving student outcomes, the College used the opportunity for deep structural change in systems that were being developed to manage the coronavirus crisis. The Curriculum Advisory Committee (CAC), for example, moved to require an equity teaching plan within each Emergency Distance Education Addendum in order to prepare faculty to approach their new online pedagogy with an equity mindset ([IVA1-13](#)). The District required faculty to complete a three-hour professional development training to support this work.

Analysis and Evaluation

SBCC has both the policies and processes in place to ensure that its institutional leaders create and encourage innovation leading to institutional excellence. However, with the rapid turnover of top administrators and senior faculty, the recognition of systemic racism in its structures, policies and processes, and the public acknowledgment of exclusionary practices, the College has begun the work of becoming more overtly inclusive in all areas of innovation and change. The need for that work to continue and be elevated across all areas of the College is of the highest priority.

Improvement Plan

The College should identify governance and operational structures that support innovation, employee engagement and shared decision-making and work to make them more inclusive. Areas

of concern identified in the spring 2019 Diversity, Equity and Inclusion survey should guide this work. Please see the Standard IVA Integrated Improvement Plan for more detail.

IVA.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Participatory decision-making is enshrined in policy, procedure and practice. BP 2510 Participation in Governance and Local Decision-Making, states: “The District’s approach to governance and decision-making is based upon a partnership among the Board of Trustees, employees, and students. The constituent groups participate in governance and decision-making appropriate in scope to their roles within the District and are united by a collective, shared vision that advances the mission of the institution” ([IVA2-01](#)).

This Board policy also delineates the role of the Academic Senate in the College’s decision-making for all academic and professional matters, widely known as the “10-plus-1,” and following Title 5, Sections 53200-53206 ([IVA2-01](#)). The policy states: “The Board recognizes the authority of the Santa Barbara City College Academic Senate as representing the position of the faculty regarding academic and professional matters in accordance with applicable state laws and regulations. The Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted, with respect to the following academic and professional matters as defined by law.” Curricular and other educational matters are thus included in the Senate’s purview.

BP 2510 also describes to a lesser degree the role of classified staff. It reads: “The Board recognizes the technical, professional, and skilled expertise of the classified staff and confidential employees and their contributions to governance and decision-making. Classified staff and confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of the California School Employees Association (CSEA), Chapter 289, and its Classified Consultation Group (CCG), and confidential employees will be given every reasonable consideration” ([IVA2-01](#)).

Expanded detail about participatory governance with operational and collective bargaining groups is further documented in the Resource Guide to Governance and Decision-Making, which is revised annually and reviewed by the College Planning Council (CPC) ([IVA2-02](#)). This document provides specific language encouraging all college employees and students to work through their representatives on the relevant decision-making bodies to bring forward ideas and proposals. Webpages for each major governance group are updated regularly and include the chair’s contact information, along with the group’s purpose, membership, meeting dates, agendas, meeting minutes, and resource documents ([IVA2-03](#), [IVA2-08](#)).

From spring 2019 through fall 2020, two successive Superintendent/Presidents directed the CPC to update the foundational Resource Guide to Governance and Decision-Making. The first update resulted in a more accurate listing of committees and memberships. The second revision was still in process during fall 2020. The CPC, however, agreed on March 17, 2020, that a deeper examination of the College's myriad and overlapping committees was needed to address the problems cited in this accreditation report. The group also endorsed using an Accreditation Improvement Plan over the next three years to guide that work.

Student participation in decision-making is valued and encouraged. BP 2015 Student Trustee states that a student elected by a majority of the student body shall serve as an advisory member of the Board of Trustees ([IVA2-04](#)). Student representatives also are invited to serve on all major College committees ([IVA2-02](#), [IVA2-05](#)), as well as on hiring committees for educational administrators ([IVA2-06](#)). Student government bylaws require officers to serve on one collegewide committee ([IVA2-07](#)), with appointments made by the elected Student Body President. Meetings of the Associated Student Government (ASG) are held weekly, open to the public, and advertised on the homepage of the college website ([IVA2-08](#)).

Also, the Academic Senate has created positions for credit and noncredit adjunct faculty. These senators have the same status as their credit, full-time counterparts and are included in all senate discussions and decisions ([IVA2-09](#)).

In the spring 2019 Diversity, Equity and Inclusion Survey, however, employees from all constituency groups expressed dissatisfaction and a lack of understanding of their respective roles in governance and decision-making and demanded immediate remedies ([IVA2-10](#)). These findings have prompted a collegewide conversation on areas of needed improvement and how to move forward on them, which is addressed in the Improvement Plan.

Analysis and Evaluation

The College meets the Standard, while identifying areas requiring improvement. Board policies and administrative procedures document the role of faculty, staff and student involvement in decision-making; they also detail the specific 10-plus-1 areas for faculty and the 10 areas for student responsibility. Greater detail about College committees, their constituencies, and to whom they report are included in the Resource Guide to Governance and Decision-Making, which is updated annually. Through representation on College committees, constituent groups play a significant role in institutional governance. All committees required to do so by the Brown Act publish agendas, hold public meetings, and provide an opportunity for public comment. A number of factors, however, have contributed to gaps in this substandard.

The College has experienced disruption in the recent past because of senior administrative and faculty turnover. This has revealed different perceptions in the practices of governance and decision-making that require clarification and training. The 2016 early retirement incentive, the exodus of senior staff, faculty, and administrators exacerbated a campus culture that was too often defined by unwritten practices and agreements not codified in policy, procedure, or labor contracts. Fast-coming mandates from the California Community Colleges Chancellor's Office, including AB 705 and the Student-Centered Funding Formula, required greater involvement in planning and assessment work. This, in turn, led to an increase in committees and workgroups, some of which overlapped in their charges and purposes. In addition, the College needs further

definition of and training for the elements of its governance structure in order to increase employee engagement, inspire confidence, and to align practice with policy.

Evidence of this perceived disruption can be found in the spring 2019 Diversity, Equity and Inclusion Survey. In their responses, employees identified areas of serious concern related to employee engagement, trust, and safety. Many employees reported experiencing inequities and exclusion based on their personal characteristics or because of the biases and prejudices of others, or both. They expressed feelings of disengagement and exclusion from the College decision-making processes. It became clear in focus groups held in response to the survey that SBCC must address these concerns and engage the campus community with an integrated improvement plan to move forward. This would include clearer processes for bringing new ideas forward and working together on appropriate policy, planning, and special-purpose committees.

Over the course of 2019-20 and in light of the Diversity, Equity and Inclusion Survey results, review of policy and procedure makes clear that the express inclusion of faculty and student entry points into shared governance is not as explicitly detailed in College policies for staff. In terms of classified staff, policies describing their role in decision-making processes are much less specific and detailed than policies addressing faculty and students. These policies contain a significant gap for anyone trying to understand how classified staff should participate in decision-making processes. BP 2510, the Board policy that addresses participation in governance and decision-making, only mentions staff briefly, albeit in a manner that is consistent with Title 5 Section 51023.5. Finally, the Resource Guide is likewise brief and lacks sufficient detail on those areas of college development that affect staff.

Finally, while the College in its policy and procedures includes student participation in decision-making, practice can fall short. The Associated Student Government often experiences low participation, and the Student Body President might not find adequate student representatives to serve on governance committees. In spring 2020, for example, the Academic Senate, College Planning Council, and Board Policies and Administrative Procedures Committee - among others - did not have student representation. In terms of asking students to serve on hiring committees, the uncompensated time commitment to screen applications and attend EEO and all committee meetings can be an insurmountable barrier.

Improvement Plan

The College will update committee roles and structures and develop models for training and tools to improve efficiency and transparency, while infusing equity and inclusion in all aspects of governance and decision-making. The role of classified staff would be better codified in policy, procedure and practice. The CPC will explore mechanisms that remove barriers to student participation. Please see the Standard IVA Improvement Plan for more detail.

IVA.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Policies and procedures identifying the roles of governance groups and empowering their voices were tested as never before in spring 2020 as the College developed emergency responses to COVID-19. Throughout March and April, administrators, faculty, and staff worked together to convert virtually every aspect of the College to a remote environment. Examples include decisions to require emergency curriculum revision and focused teacher training; to postpone faculty evaluations; to provide students with inexpensive laptops and portable hotspots; to establish clear work-at-home guidelines and support mechanisms, among many others.

Supporting the College during this emergency were several foundational documents that define the administrative and faculty roles. BP and AP 2510 Participation in Governance and Local Decision-Making outline the roles of each governance group in planning and decision-making ([IVA3-01](#), [IVA3-02](#)). The group representing the faculty is the Academic Senate, while the Advancing Leadership Association (ALA) represents administrators, excluding executive leadership. The role of each governance group is outlined in the respective resource materials, as well as in the annually revised Resource Guide to Governance and Decision-Making ([IVA3-03](#), [IVA3-04](#), [IVA3-05](#)). In addition to faculty and administrative groups, staff and students are represented respectively by the Classified Consultation Group and by the ASG ([IVA3-06](#), [IVA3-07](#)).

The CPC is the highest-level governance body at the College, providing input to the Superintendent/President on fiscal, planning, and policy issues and includes representation from each constituent group ([IVA3-08](#)). Expanded representation for faculty (from five to six members) and for staff (from three to four members) was approved by the CPC in March 2019 ([IVA3-09](#)).

The CPC meets twice monthly during the academic year and typically holds at least one retreat during summer to consider urgent budget and planning matters. Governance group members may propose topics on any CPC agenda. All major steps of the budget approval process go through CPC ([IVA3-10](#)). CPC has a minimum of five opportunities during the academic year to provide feedback on the proposed budget prior to its approval.

Another College committee that provides input on budget matters is the Budget Resource Allocation Committee (BRAC). While CPC looks mostly at large-scale budget development, BRAC focuses more deeply on department-level budgets. Recommendations for budget adjustments at the departmental level feed into the overall budget-building process. BRAC has representation from each governance group ([IVA3-11](#)).

The faculty committee most directly addressing planning and budget matters is the Planning and Resources Committee, a subcommittee of the Academic Senate. With divisional representation as well as a liaison appointment from staff and one non-voting dean member, this group is able to dive deeper into planning and budget issues relevant to faculty ([IVA3-12](#)). In 2019-20, for example, Planning and Resources heard and gave feedback on the Facilities Master Plan, ranked instructional and student services new and replacement equipment, received an update on the District Sustainability Plan, and heard a budget presentation from the Controller ([IVA3-13](#)). When Planning and Resources has recommendations regarding faculty-related budget and planning matters, the Planning and Resources Chair serves on CPC and can share feedback there, as well as forwarding recommendations to the Academic Senate for additional discussion.

A separate committee focuses on the review of Board policies and administrative procedures. The Board Policies and Administrative Procedures Committee (BPAP) functions as the representational body that reviews all proposals for new or modified language for BPs and APs. BPAP has governance-group-appointed representatives from faculty, staff, and management groups, as well as a student appointee ([IVA3-14](#)).

BP and AP 2410 Board Policies and Administrative Procedures define the processes for developing or changing BPs and APs ([IVA3-15](#), [IVA3-16](#)). BP 2410 specifies that the Board will allow sufficient time for governance group review before finalizing changes to Board policies. It also delineates that “Any person or governance group (proposer) may propose to amend a Board policy or the adoption of a new Board policy.” Proposals for changes are routinely forwarded to the chapter lead for each of the seven chapters before coming to the BPAP for discussion and review.

The roles of constituent groups are further recognized as they routinely give updates to the Board of Trustees about the work they are doing ([IVA3-17](#)). However, results of the 2019 campus climate survey indicate that various constituents identify challenges with communication and with having their voices heard ([IVA3-18](#)).

Analysis and Evaluation

Without the foundational policies and procedures described above, emergency planning for COVID-19 would have been far more difficult and chaotic. In fact, it’s fair to say the administration and faculty put aside their differences and worked tirelessly together to protect our students’ education. Previous to the pandemic, however, the spring 2019 campus climate survey proffered ample evidence of gaps in employees’ understanding of constituency roles, committee structures and responsibilities, and distinctions between governance and operational processes. Confusion and frustration over opportunities for participation also needed addressing.

Improvement Plan

Initiate an Effective Participation Focused Study by the Academic Senate of the California Community Colleges and the Community College League of California to clarify for the college community the role of each constituency group in governance and decision making and the difference between participatory governance and operational committees. Please see the Standard IVA Integrated Improvement Plan for more detail.

IVA.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

As in other areas of this Standard, the ongoing work of the College is supported by policies and procedures describing the roles of faculty and administrators in curriculum and student support programs. These policies are reviewed cyclically by the BPAP Committee, which has cross-constituency representation ([IVA4-01](#), [IVA4-02](#)). The College also maintains organizational charts for all educational administrative, instructional, and educational support areas with defined reporting authorities ([IVA4-03](#)). Finally, AP 3250 Institutional Planning, codifies the College’s

integrated planning processes ([IVA4-04](#)). It includes information on the authority for developing each plan, including the Educational Master Plan, and the cycles for evaluations.

SBCC's Resource Guide to Governance and Decision-Making is a handbook that codifies the major governance groups and the tapestry of campus committees that report to them ([IVA4-05](#)). For example, the Program Evaluation Committee is responsible for evaluating all instructional, educational support and administrative units on a three-year cycle. On the academic side, those program reviews delve extensively into curriculum, student learning outcomes and equity strategies, among other key areas of evaluation ([IVA4-06](#)). The Curriculum Committee, which reports to the Academic Senate, has authority over curriculum matters. The group reviews and makes recommendations on all course and program proposals and modifications, and also provides academic support in developing student learning outcomes ([IVA4-07](#)). The Student Learning Outcomes (SLO) Coordinator, appointed by the Academic Senate from faculty ranks, is chair to the SLO Steering Committee. This group provides all manner of content and technical guidance to faculty on course and program learning outcomes ([IVA4-08](#), [IVA4-09](#)).

Faculty and administrators also provide input on a broad range of learning support services, such as student success programs and tutorial services. For example, the Partnership for Student Success regularly reviews, assesses, and makes recommendations on student success efforts, including the Writing Center, the Math Lab, and the Academic Achievement Zone ([IVA4-10](#)). This committee is composed of faculty and an administrative liaison. Likewise, the Partnership for Student Success Steering Committee makes recommendations on tutorial services ([IVA4-11](#)). These proposals also inform discussions at the Student Equity and Achievement (SEA) Committee, which analyzes a wide range of college needs to make recommendations on resource deployment for state categorical funds ([IVA4-12](#)).

Through policy, procedure and practice, SBCC documents the roles of faculty and administrators in course approval ([IVA4-13](#)), the Library ([IVA4-14](#)), and Distance Education ([IVA4-15](#)), among many other curricular and student learning programs and services.

As the College continues to update its decision-making apparatus, the CPC approves new or updated memberships and charges for the campuswide, cross-constituency committees that oversee the areas in this substandard. One recent example is the Student Equity Committee ([IVA4-16](#)).

The overarching roles of faculty and administrators are codified in the administrative procedures that function as their job description, BP 7210 Academic Employees: Faculty; BP 7250 Academic Employees: Educational Administrators ([IVA4-17](#), [IVA4-18](#)).

Among the more recent and noteworthy examples of the College's collaboration on curriculum and student learning programs and services is its emergency response to the COVID-19 pandemic. The culmination of this work is evidenced in a new page on the college website: Remote Learning Resources ([IVA4-19](#)). Faculty and administrators, along with staff, worked together in a very short time frame to move the entirety of its student learning programs and services online and create clear and helpful guides for students. Academic counseling, transfer services, library, learning center resources, and guides to Canvas and other technology tools were all revised and transferred to a 100-percent online environment.

Analysis and Evaluation

Through a system of policies, procedures and practices, the College meets the Standard.

IVA.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The role of the Board of Trustees is defined in BP 2200 Board Duties and Responsibilities with additional requirements outlined in BP 2715 Code of Ethics/Standards of Practice ([IVA5-01](#), [IVA5-02](#)). BP 2715 articulates the distinction between the oversight role of the Board and the hands-on role of the Superintendent/President and College staff:

Promote a healthy professional relationship with the Superintendent/President, faculty, and staff by... understanding the distinction between Board and staff roles, and refraining from directing or performing management or educational functions that are the appropriate responsibility of the Superintendent/President, faculty, or staff.

Maintaining the balance between respective roles of Board members and that of College staff is an ongoing effort.

Participatory governance plays a primary role at the College, with each constituent group organizing its own respective meetings and appointing members to College committees. The faculty are represented in College governance by the Academic Senate and its 11 subcommittees ([IVA5-03](#)). Classified staff are represented by the Classified Consultation Group ([IVA5-04](#)), managers by the Advancing Leadership Association ([IVA5-05](#)), and students by the Student Senate as part of the Associated Student Government ([IVA5-06](#)). Each group has an important role to play on standing and ad hoc College committees.

The respective roles of each group are outlined in more detail in BP and AP 2510 Participation in Governance and Local Decision-Making and in the College's Resource Guide to Governance and Decision-Making ([IVA5-07](#), [IVA5-08](#), [IVA5-09](#)). The Resource Guide lists major groups and committees, their charges and memberships, and an overview of the role of participatory governance:

Santa Barbara City College's approach to governance and decision-making is based on a partnership among Board representatives, faculty, staff, administration, and students. The constituent groups are united by a collective, shared vision that student success is the goal of everyone's work at Santa Barbara City College (SBCC).

Further, it outlines the various source documents that undergird and guide participatory governance practices at the College.

Constituents at SBCC participate in making decisions appropriate in scope to their roles within the College. The role in participatory governance for each constituency described below is

derived from the California Code of Regulations, SBCC Board Policies, and SBCC practices, procedures and job descriptions.

Effective participation of faculty in areas of decision-making commonly referred to as “10-plus-1” feature prominently in BP 2510. A central component of these responsibilities is that of curriculum review and approval. BP and AP 4020 Curriculum and AP 4022 Course Approval outline the processes and responsibilities for curriculum development, review, and approval ([IVA5-10](#), [IVA5-11](#), [IVA5-12](#)), emphasizing faculty primacy for curriculum matters and outlining the Board of Trustees’ role in local approval.

Regarding collegewide efforts, all governance groups play an important role. A recent example of faculty, staff, administrative, and student engagement in participatory governance processes relates to the College’s decision to become an early participant in the California Guided Pathways project. The decision to join the 20 California community colleges that became early adopters was an effort that began with the Academic Senate, was discussed broadly with all constituent groups, and finally came to the Board for discussion and approval before an application to participate was formally submitted ([IVA5-13](#), [IVA5-14](#), [IVA5-15](#)).

Once approved, cross-constituent workgroups met and laid the foundation for future work ([IVA5-16](#)). All-campus email communications and presentations ensured that all College employees had opportunities to participate in the dialogue around implementing Guided Pathways. Classified staff engaged in Guided Pathways efforts both in workgroups and dialogue at Classified Consultation Group meetings ([IVA5-17](#)). Ongoing efforts have been reported out broadly with additional updates to the Board of Trustees ([IVA5-18](#), [IVA5-19](#)).

Between April 25 and May 15, 2019, the College conducted an Equity, Diversity, and Inclusion Survey to assess employee perceptions on a number of topics. One recommendation stemming from those survey results indicated the need to “Proactively enhanc[e] communications and collaboration of employees and students within and between departments.” Survey results included other areas of potential improvement ([IVA5-20](#)). This presentation was further discussed by the Board of Trustees on September 17, 2019 ([IVA5-21](#)).

Analysis and Evaluation

Governance bodies at Santa Barbara City College are clearly documented in College policies and articulated in planning documents. The College ensures consideration of relevant perspectives through its various committees and constituent contributions as a part of the participatory governance process. Decision-making is aligned with expertise and responsibility, and timely action on policy, planning, curricular change, and other considerations is enabled through clear pathways for constituent input and review. Board policies and administrative procedures support these processes by outlining the roles and responsibilities of various groups.

However, the results of the Equity, Diversity, and Inclusion Survey indicate a high level of discontent with the College decision-making process, indicating the need to reexamine structures, improve training, and increase engagement.

Improvement Plan

Reexamine existing governance and decision-making structures and processes to enhance engagement and transparency. Please see the Standard IVA Integrated Improvement Plan for more detail.

IVA.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Information about decision-making - including how those decisions will be made and the final results - circulates campuswide by myriad methods. The overarching goal of these communication loops is to foster greater understanding of and engagement in decision-making.

Foremost, all participatory governance groups adhere to the Brown Act. As a result, the Board of Trustees, Academic Senate, and Associated Student Senate publicize their agendas 72 hours before the scheduled meetings and meet in public locations, among other open-meeting requirements ([IVA6-01](#)). They use the College-funded platform, BoardDocs, to write and publicize their agendas, and a link to the most current agendas are included on the college website homepage ([IVA6-02](#)).

In addition, meetings of other SBCC committees not covered under the Brown Act are open to the public with agendas and minutes posted on their respective webpages or provided upon request ([IVA6-03](#)). Major campuswide committees that do so include - but are not limited to - Board Policies and Administrative Procedures, Budget Resource Allocation, Student Equity and Achievement, Institutional Technology, and Strategic Enrollment Management.

Collegewide practice is for the committee chair or assigned administrative assistant to take meeting minutes. These minutes are reviewed and accepted into the public record at the next scheduled meeting and posted on the group's webpage or provided upon request ([IVA6-04](#)).

Cross-constituency reporting on issues and developments is an institutional practice and expectation. The Academic Senate President reports monthly to the Board of Trustees ([IVA6-05](#)); the Executive Vice President reports twice monthly to the Academic Senate ([IVA6-06](#)); and the Faculty Association liaison reports on collective bargaining to the Academic Senate. The Academic Senate President is the formal liaison to several committees of import and prepares public reports twice a month, linked to the Senate agenda and shared campuswide. The Academic Senate appoints faculty members to all collegewide committees ([IVA6-07](#)). They, along with formally appointed Senate liaisons, share faculty concerns with the College at large and bring cogent updates back to the Senate.

To the extent possible, the Associated Student Government provides liaisons to major campus committees; those liaisons report regularly to the Student Senate ([IVA6-08](#)).

Campuswide email communications are heavily used by the Superintendent/President and other administrative, faculty, and classified leaders ([IVA6-09](#)).

The College also funds an online student news site, The Channels, as part of its Journalism Department. A key component of the news site's mission is to deploy journalism students in covering the major shared governance bodies on campus and to publish timely and contextual articles on all major issues. The Channels, under the guidance of a faculty adviser and a student editorial board, performs the watchdog role of the media to ensure transparency on decision-making and to provide readers the opportunity to influence decisions before they are finalized ([IVA6-10](#)).

The CSEA/CCG has improved its communications with classified staff significantly in the last several years. CSEA has made chapter meetings accessible to more members by offering the option to attend meetings virtually via Zoom. In addition to appointing site representatives who can pass information along to members, CSEA developed a quarterly newsletter, which recently won several statewide awards ([IVA6-11](#)). CSEA has also expanded its webpage to include the agendas and minutes from CSEA and CCG meetings ([IVA6-12](#)). In addition, the communications director and the site representative coordinator now help forward information by email to members along with the chapter president. CCG/CSEA has begun more widely sharing documents in Google Drive among committee members and has much more frequently surveyed members at large to find out how they feel about important issues such as two summer sessions or suggestions to improve the budget situation. In addition, the communications officer has just conducted a survey to ask members about their communications needs and interests in an effort to further adapt CCG/CSEA's communication strategy to classified staffs' needs.

Finally, in response to the 2019 campus climate survey, an Equity in Action page providing information on training options and ways to get involved in equity and diversity projects and activities has been added to the college website ([IVA6-13](#)).

Analysis and Evaluation

The processes by which the College makes decisions are codified in policy, procedure and practice. The College also disseminates timely information about major decisions through a network of published meeting agendas and minutes, public reports, committee liaisons, constituency memos, and email updates. Still, achieving transparency is a process as well as a goal, and employees continue to ask, via the 2019 campus climate survey, for more sunlight on College decisions and how they are made.

Improvement Plan

Develop an input-deliberation-feedback-decision loop for collegewide implementation and include a description in the Guide to Governance and Decision-Making. Please see the Standard IVA Integrated Improvement Plan for more detail.

IVA.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Processes by which decisions are made are codified in BP and AP 2510 Participation in Local Governance and Decision-Making, and the supporting Resource Guide to Governance and Decision-Making ([IVA7-01](#), [IVA7-02](#), [IVA7-03](#)). AP 2510 states: "...the efficacy of the governance and decision-making structures and processes are regularly assessed and this process is described within the Resource Guide."

Every other spring, the Office of Institutional Assessment, Research, and Planning conducts a Governance Committee Survey ([IVA7-04](#)). The 16-question survey is taken by the Academic

Senate, Advancing Leadership Association (managers), Associated Student Senate, Classified Consultation Group, and College Planning Council. The survey attempts to measure the degree of participation, understanding of issues, satisfaction with procedure and satisfaction with leadership, among other areas.

The results are shared promptly with the governance groups. The notice of these discussions are agendized and shared campuswide, and each group uses the surveys to evaluate their effectiveness and make plans for improvement ([IVA7-05](#)).

Santa Barbara City College also initiated the Reflections on SBCC survey in spring 2013 to assess and document general campus mood, particularly regarding campus governance. The surveys were done in fall 2013, fall 2014, and spring 2016 ([IVA7-06](#), [IVA7-07](#)). Respondents were asked to address the following prompts:

- I am aware of the governance and organizational groups that contribute to campus decision making.
- I have the opportunity to actively inform campus decision making.
- I feel that my voice can be heard in campus decision making.

In spring 2019, the Superintendent/President brought in a consultant to survey all employees on issues of diversity, equity and inclusion. Results of that campus climate survey ([IVA7-08](#)) were shared in a series of presentations in October, followed by focus groups divided by job status, gender, and race. While neither the survey nor the focus groups asked specifically about decision-making and shared governance, the answers overwhelmingly expressed dissatisfaction with, a lack of trust in, and disengagement from the College's senior leadership.

Analysis and Evaluation

Foundational documents, such as BP and AP 2510, set guidelines for evaluating the effectiveness of governance structures. The biennial Governance Committee Survey is the method by which SBCC attempts to measure the effectiveness of its primary participatory governance committees. It is the responsibility of each group to review those findings and use them as the basis for improvement. The College is consistent with administering these surveys and sharing results with the respective groups and less consistent with scheduling formal discussions to review the results. A standard for more regular scheduling for these committee evaluations will be included in the Resource Guide to Governance and Decision-Making and in committee training.

Conclusions on Standard IVA

Santa Barbara City College has elected to respond to challenges described above by working to define an integrated vision for diversity, equity, and inclusion embodied in effective governance and decision-making. As documented in the College's response to Standard IVA, significant improvement is needed in several areas of governance and decision-making. The responses each included assessments leading to an Integrated Improvement Plan, which follows below.

Planned Improvement for Standard IVA

IVA.1 Improvement Plan

The College will identify governance and operational structures that support innovation, employee engagement, and shared decision-making and work to make them more inclusive. Areas of concern identified in the spring 2019 Diversity, Equity and Inclusion survey should guide this work.

The College will examine barriers to student participation in governance and decision-making and work with the Associated Student Government to lessen those barriers.

IVA.2 Improvement Plan

The College will update committee roles and structures and develop models for training and tools to improve efficiency and transparency, while infusing equity and inclusion in all aspects of governance and decision-making. The role of classified staff and students would be better codified in policy, procedure, and practice.

IVA.3 Improvement Plan

Initiate an Effective Participation Focused Study by the Academic Senate of the California Community Colleges and the Community College League of California to clarify for the college community the role of each constituency group in governance and decision-making and the difference between participatory governance and operational committees.

IVA.5 Improvement Plan

Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement, and transparency.

IVA.6 Improvement Plan

Develop an input-deliberation-feedback-decision loop for collegewide implementation and include a description in the Guide to Governance and Decision-Making.

Standard IVA Evidence List

[IVA1-01](#) Core Principles Webpage

[IVA1-02](#) Resource Guide to Governance and Decision-Making

[IVA1-03](#) BP 2510 Participation in Governance and Local Decision-Making

[IVA1-04](#) AP 2510 Participation in Governance and Local Decision-Making

[IVA1-05](#) BOT Minutes 02-09-2017

[IVA1-06](#) Guided Pathways Core+ Team Meeting Agenda 11-07-2019

[IVA1-07](#) CAC Guidance Memo 1

[IVA1-08](#) EDI Survey Analysis

[IVA1-09](#) EDI Focus Groups Email

[IVA1-10](#) CAC Guidance Memo 2 Fall 2020

[IVA1-11](#) LEARN Nomination

[IVA1-12](#) CAC Equity-Mindset Training

[IVA1-13](#) CAC Rubric

[IVA2-01](#) BP 2510 Participation in Governance and Local Decision-Making

[IVA2-02](#) Resource Guide to Governance and Decision-Making

[IVA2-03](#) BP and AP Webpage
[IVA2-04](#) BP 2015 Student Trustee
[IVA2-05](#) Academic Senate Bylaws
[IVA2-06](#) AP 7120 Recruitment and Selection
[IVA2-07](#) ASG Constitution and Bylaws
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[IVA4-08](#) Student Learning Outcomes Coordinator
[IVA4-09](#) SLO Coordinating Committee Webpage
[IVA4-10](#) Partnership for Student Success Webpage
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[IVA4-13](#) AP 4022 Course Approval
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[IVA4-16](#) CPC Agenda on Student Equity Committee
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[IVA5-11](#) AP 4020 Curriculum
[IVA5-12](#) AP 4022 Course Approval
[IVA5-13](#) Academic Senate Endorsement
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[IVA5-15](#) BOT Minutes 02-09-2017
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[IVA6-04](#) District Technology Committee Minutes 04-15-2019
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[IVA7-01](#) BP 2510 Participation in Governance and Local Decision-Making
[IVA7-02](#) AP 2510 Participation in Governance and Local Decision-Making
[IVA7-03](#) Resource Guide to Governance and Decision-Making
[IVA7-04](#) Governance Committee Survey
[IVA7-05](#) Academic Senate Retreat Agenda
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Integrated Improvement Plan for Decision-Making Roles and Processes

Introduction

As documented in the College's response to Standard IVA, significant improvement is needed in several areas of governance and decision-making. The responses each included assessments leading to this Integrated Improvement Plan, which addresses the following concerns:

- Long-standing formal and informal structures that support innovation, employee engagement, and shared decision-making emerged as areas of concern (IVA.1).
- The College needs to further define elements of its governance structure in order to increase employee engagement and inspire confidence (IVA.2, IVA.3).
- Review of the District's Resource Guide to Governance and Decision-Making has revealed a need for clarification of constituent roles and updating of governance principles.
- Based on the spring 2019 Diversity, Equity and Inclusion Survey, employees expressed discontent with the College decision-making processes and evinced levels of distrust in both administrative and faculty leaders campuswide (IVA.5).
- Subsequently, employee discontent was exacerbated by a perceived lack of a coordinated institutional response to the spring 2019 survey (IVA.1, IVA.2).
- The College's assessment and evaluation of its participatory governance structures must be more rigorous, transparent, and inclusive (IVA.7).

Since 2016, the emergence of equity and inclusion as an imperative for SBCC campus culture has presented unprecedented challenges. While the College has earnestly tried to respond in a variety of ways and with some employees doing exemplary work, responses have been fragmented and deemed inadequate by many. This reality was reinforced in the responses in the spring 2019 campus climate survey, in which many employees reported high levels of dissatisfaction with their leaders, governance bodies, and the way decisions are made campuswide.

The crux of this Improvement Plan is to take the lessons of the last two years and deploy them to define an integrated vision for diversity, equity, and inclusion at Santa Barbara City College embodied in effective governance and decision-making.

In many respects, this work has already begun. The College Mission Statement and its Strategic Goals and Directions were re-written in fall 2019 to elevate equity and inclusion as core college values. The Student Equity Committee was disbanded and reconstituted in spring 2020 with a more focused charge. The Student Achievement and Equity Committee was institutionalized to create a clear and transparent process for allocating categorical equity funds. A panoply of disparate data sets has been integrated and codified as institution-set standards. These data, in turn, have informed the College's response to the California Community Colleges Chancellor's Office Vision for Success. The College's first cross-constituency Strategic Enrollment Management Committee was created in fall 2019 and has since identified student equity groups as primary enrollment and retention targets. SBCC's work in Guided Pathways (addressed in the Quality Focus Essay) has been driven by a campuswide commitment to improve the success of disproportionately impacted student groups as identified in the Student Equity Plan 2019-2022.

As the College identifies the need for improved integrated planning to achieve greater equity, it has tasked its shared governance groups as the agents to lead that work. All decision-making moving forward must be guided by this integrated vision if Santa Barbara City College hopes to succeed. No other guideline is more important.

The following is an Integrated Improvement Plan that addresses each of these themes. The plan provides context for the steps to be taken to improve performance regarding this Standard based on actions to: update the governance handbook and committee roles, structure and training; and to revise processes by which ideas and innovation are carried from origination to final decision with well-established communication mechanisms. This plan includes a table outlining each action highlighted within Standard IVA. These actions and the concrete steps to address the larger global themes listed above are included in the table. The table also includes the parties responsible for carrying out the actions, the timeline, anticipated outcomes and the impact on academic quality and institutional effectiveness.

Integrated Improvement Plan

From fall 2019 through fall 2020, two successive Superintendent/Presidents directed the College Planning Council (CPC) to update the foundational Resource Guide to Governance and Decision-Making. The first update resulted in a more accurate listing of committees and memberships. Under the leadership of the new Superintendent/President, the CPC on March 17, 2020, appointed a six-person, cross-constituency workgroup to begin the work. After meeting twice, this workgroup decided that a more inclusive effort and extended timeline were necessary to examine the College's overlapping committees and to address gaps cited in this accreditation report. The group also endorsed using components of this Integrated Improvement Plan over the next three years to guide that work.

Santa Barbara City College will:

1. Examine its current committee roles and structures, codified in the governance handbook, and reorganize them to achieve greater efficiency, coordination, and clarity between governance and operational processes;
2. Provide tools and training to infuse inclusion and equity in all processes and decisions and create an advisory council to oversee those and other diversity efforts;
3. Establish a clear path for innovation and new ideas to be carried through the process, from origination to decision; and
4. Establish transparent and consistent protocols for constituency groups to engage in an effective input-reporting-feedback-decision loop.

Specifically, the College commits to:

1. Work with the Superintendent/President to implement measures called out in Board Resolution 18, "Affirming Our Commitment to Black and African American Students, Faculty and Staff." These measures include ongoing activities detailed in the September 10, 2020, Board report to resolve concerns and goals identified through focused institutional effort and the 2019 campus climate survey. Through the CPC, create a campus climate advisory

group that would integrate with ongoing activities to ensure the concerns raised in the 2019 Diversity, Equity and Inclusion survey are addressed campuswide.

2. Work with the Superintendent/President to expand the spring 2020 governance task force and extend its timeline into the 2020-21 and 2021-22 academic years. The task force will continue to have cross-constituency representation, with members appointed by the Advancing Leadership Association, the Academic Senate, and the Classified Consultation Group. The goals of this task force are to:

- A. Identify and codify the institution's values in all participatory governance committees and processes. Create structures that promote equity and inclusion in all aspects of governance and decision-making.
- B. Initiate an Effective Participation Focused Study, to be conducted in early fall 2021 by the Academic Senate of the California Community Colleges and the Community College League of California (representing boards and administrators). Below is a description of this service:

“The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.”

- C. Carry forward recommendations from the aforementioned advisory report, as well as other research, and be responsible for developing recommendations and an implementation plan.
- D. Recommend a streamlined committee structure that enhances participation, reduces redundancies, and establishes stronger, clearer connections between committees, college planning processes, and Accreditation Standards, including institutional effectiveness.
- E. Identify models for committee training and equity-focused tools for doing their work.
- F. Create a consistent standard and template for developing agendas, conducting meetings, preparing minutes, and reporting out to the public for both governance and operational committees.
- G. Recommend processes for a consistent input-deliberation-feedback-decision loop that can be customized by each constituency group. Included in this loop would be clear protocols for reporting out decisions with campuswide input, optimizing existing communication channels, and utilizing the full potential of the College's website and social media channels.

- H. Before recommendations are finalized, challenge the new structures and decision-making loop by testing how new ideas proposed by each employee group would be carried over through the process. Ensure a clear, streamlined and transparent path for new and innovative ideas so that they don't fall victim to inefficiencies and administrative bureaucracy.
3. Elevate the role of classified professionals via the California School Employee Association/ Classified Consultation Group (CSEA/CCG) in both governance and operational committees. Operational committees will be scrutinized to ensure staff affected by decisions have adequate input. Specific areas of concern include technology, facilities, and security. At Santa Barbara City College, the CSEA contract designates the manner of selection for all CCG representation. Additionally, the contract memorializes the intent of the College to provide CSEA with expanded opportunities to participate in the college consultation process. For purposes of this report, the two bodies are grouped together as one in all references.
 - A. The taskforce will develop a list of critical campus committees on which CSEA/ CCG participation must be guaranteed.
 - B. Form a cross-constituent workgroup made up of a majority of staff to develop a Board policy for recommendation to the CPC and ultimately the Board of Trustees. The purpose of this policy would be to fill the current gap in Board policy regarding classified staff and decision-making. It would outline areas of decision-making that significantly affect classified staff, and in which they therefore have the right to formulate and develop policy, procedures, and recommendations for action. These areas would include facilities, IT, and security, three areas that often significantly affect classified staff and whose decision-making processes often operate outside of shared governance.
 - C. Endorse the recommendation that classified staff be given release time to make it possible for them to participate more effectively in those identified governance and operational committees.
 4. Examine barriers to student participation in governance and decision-making and work with the Associated Student Government to lessen those barriers. The College Planning Council will lead this effort.
 5. Form a workgroup to address the role of noncredit faculty and staff in the College consultation process. The College Planning Council will lead this effort.

Overview of Action Plans for Standard IVA

The primary themes identified above span a number of subsections within Standard IVA. In addition, more discrete actions have been identified in specific components of Standard IVA. To ensure that each improvement plan component is fully documented and tracked, they have been integrated into the table below. For a more complete description of the background of each item, please see the narrative within each standard subsection.

Table 62. Integrated Standard IVA Improvement Plan

Goal: Improved Governance and Decision-Making at Santa Barbara City College				
	Action Steps	Responsible Parties	Improvement Plan	Outcomes
Action One Fall 2020 and Spring 2021	Through the College Planning Council, create a campus climate advisory group that would integrate with ongoing activities to ensure the concerns raised in the 2019 Diversity, Equity and Inclusion survey are addressed campuswide.	Superintendent/ President College Planning Council	IVA.1 The College will identify governance and operational structures that support innovation, employee engagement and shared decision-making, and work to make them more inclusive. Areas of concern identified in the spring 2019 Diversity, Equity and Inclusion survey should guide this work.	Established goals identified through focused institutional effort and the 2019 campus climate survey and in support of Black and African American students, staff, and faculty and people of color at SBCC.
Action Two Spring and Fall 2021	Identify and codify the institution's values in all participatory governance committees and processes.	Superintendent/ President College Planning Council Taskforce	IVA.1 The College will identify governance and operational structures that support innovation, employee engagement, and shared decision-making and work to make them more inclusive. Areas of concern identified in the spring 2019 DEI survey should guide this work. The College will examine barriers to student participation in governance and decision-making and work with the ASG to lessen those barriers. IVA.2 The College will update committee roles and structures and develop models for training and tools to improve efficiency and transparency, while infusing equity and inclusion in all aspects of governance and decision-making. The role of classified staff and students is codified in policy, procedure, and practice.	Statement of Values drafted and included in the Resource Guide to Governance and Decision-Making.

	Action Steps	Responsible Parties	Improvement Plan	Outcomes
Action Three Spring 2021	Initiate an Effective Participation Focused Study, to be conducted in spring 2021 by the Academic Senate of the California Community Colleges and the Community College League of California (representing boards and administrators).	Superintendent/ President and Academic Senate President	IVA.3 Initiate an Effective Participation Focused Study by the Academic Senate of the California Community Colleges and the Community College League of California to clarify for the college community the role of each constituency group in governance and decision making and the difference between governance and operational committees.	Completed Study, Professional Development
Action Four Fall 2021 and Spring 2022	Use the results of the Study to inform equity and inclusion in all aspects of governance and decision-making.	College Planning Council Taskforce	IVA.1 The College will identify governance and operational structures that support innovation, employee engagement and shared decision-making and work to make them more inclusive. Areas of concern identified in the spring 2019 DEI survey should guide this work. The College will examine barriers to student participation in governance and decision-making and work with the ASG to lessen those barriers. IVA.5 Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement, and transparency.	Assessment Report on current committee structure
Action Five Fall 2021 and Spring 2022	Use the results of the study to develop and recommend a streamlined committee structure that enhances participation.	College Planning Council Taskforce	IVA.5 Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement and transparency.	Proposed changes to committee structure and workflow presented to CPC

	Action Steps	Responsible Parties	Improvement Plan	Outcomes
Action Six Fall 2022	Form a workgroup to address the role of noncredit faculty and staff in the College's consultation process. The College Planning Council will lead this effort.	College Planning Council Taskforce with noncredit faculty and SEL manager representation	IVA.5 Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement, and transparency.	Proposed changes to committee structure and workflow presented to CPC
Action Seven Fall 2022	Develop committee training and tools for doing their work.	College Planning Council Taskforce	IVA.5 Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement, and transparency.	Training provided to committee chairs, who in turn, train committees annually
Action Eight Fall 2022	Create templates for agendas, minutes, and tools for reporting out to the public for both governance and operational committees.	College Planning Council Taskforce	IVA.5 Reexamine existing governance and decision-making structures and processes to enhance inclusion, engagement, and transparency.	Templates for agenda, minutes, and annual reports developed
Action Nine Fall 2022	Recommend processes for a consistent input-deliberation-feedback-decision loop that can be customized by each constituency group.	College Planning Council Taskforce	IVA.6 The College will prioritize and document additional time for governance groups to review and discuss the results of the campus surveys and other governance evaluations. Results will be used as a basis for improvement.	Develop a graphical workflow for inclusion in the Resource Guide to Governance and Decision-Making.
Action Ten Fall 2022-Spring 2023	Assess the new structures and decision-making loop to ensure a clear, streamlined and transparent path for ideas.	Institutional Effectiveness Committee; Academic Senate; CCG/CSEA; ALA; College Planning Council	IVA.6 The College will prioritize and document additional time for governance groups to review and discuss the results of the campus surveys and other governance evaluations. Results will be used as a basis for improvement.	Develop a graphical workflow for inclusion in the Resource Guide to Governance and Decision-Making.

Progress on each of the measures outlined above will be assessed in the Midterm Report.

B. Chief Executive Officer

IVB.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President reads: “The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action except for non-delegable duties” ([IVB1-01](#)). As the District Chief Executive Officer, the Superintendent/President holds primary responsibility for the institution.

The Superintendent/President chairs the College Planning Council (CPC), the primary participatory governance body for recommendations on decisions affecting the College. The Superintendent/President conducts final interviews with candidates for employment at the management and educational administrator level. The Superintendent/President also has final authority over staffing and budgetary items.

The Superintendent/President of the Santa Barbara Community College District (SBCCD) provides effective leadership through the participatory governance process. As the Chief Executive Officer for the District, the Superintendent/President leads the District toward positive outcomes. The Superintendent/President has delegated authority from the SBCCD Board of Trustees.

The CPC is the broad-based constituent body chartered as an advisory body to the Superintendent/President that has the responsibility for institutional planning, resource allocation, and other matters of the College. Chaired by the Superintendent/President, the CPC includes the vice presidents, representatives from faculty, classified staff, management, and one student representative.

The administrative structure of the District is lean at the executive level compared to other similarly sized districts. However, authority is distributed through the CPC, the deans, and the established governance structure. The operations of the District are largely managed through the vice presidents and their directors, supervisors, and managers. The Superintendent/President delegates authority, maintains high expectations, and holds management accountable.

Analysis and Evaluation

The Superintendent/President has placed a strong emphasis on efficiency and data-driven decision-making. In working closely with institutional research, data tools have been developed to assist in discussions around instructional efficiency. This is one example of a stronger focus on institutional effectiveness led by the Superintendent/President.

Although the District has experienced Superintendent/President transition over the last four years, the institution has remained a high-quality institution.

IVB.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President serves as the Chief Executive Officer of the District and Secretary to the Board of Trustees. In these roles, the Superintendent/President follows established College organizational structures that provide leadership over major areas of the College and guidance on policy development. BP 3100 Organizational Structure states that the “The Superintendent/President shall establish organizational charts that delineate the lines of responsibility and the general duties of employees within the District” ([IVB2-01](#)).

The Superintendent/President is effective in building internal and external relationships and works collaboratively with stakeholder groups to support an environment where participation is encouraged. The Superintendent/President engages with campus constituency groups to discuss major initiatives and the direction of the District. For planning, overseeing, and evaluating the administrative structure, the Superintendent/President relies largely on the President’s Cabinet and the CPC.

In recent years, the Superintendent/President recognized the need to create and fill two critical leadership positions for the long-term success of the District. In 2017, the District re-established a vice president position overseeing noncredit and adult education programs ([IVB2-02](#)). By establishing a vice president position to oversee the newly launched School of Extended Learning, the District demonstrated to the community that it has a long-term commitment to adult education.

The composition of the President’s Cabinet has changed over time and currently comprises the following positions:

- Executive Vice President, Educational Programs
- Vice President, Business Services
- Vice President, Human Resources
- Vice President, School of Extended Learning
- Executive Director of Public Affairs and Communications
- Executive Director, Information Technology

The President’s Cabinet is regularly augmented and known as President’s Cabinet Plus (PC+) to include the Academic Senate President, Classified Consultation Group Chair, and two representatives from the Advancing Leadership Committee.

The Superintendent/President also recognized the need to bolster the College’s commitment to gender equity and combating sexual harassment. A new position was created, the Title IX and Gender Equity Coordinator, to provide dedicated oversight and professional expertise in responding to Title IX complaints and issues of gender equity ([IVB2-03](#)). The establishment of this position was positively received by the campus community and supported by the Board of Trustees.

Analysis and Evaluation

While the Superintendent/President has a primary role in leading the District and ensuring the ongoing quality of the institution, they must also support an institutional culture that encourages the development and retention of content experts at all levels. It will continue to be the responsibility of the Superintendent/President to support, guide, and lead the college community in completing agreed-upon goals, objectives, and outcomes.

The Superintendent/President plans, oversees, and evaluates the administrative structure and delegates authority as appropriate. The Superintendent/President delegates authority over the academic structure to the Executive Vice President, Educational Programs, who in turn delegates authority through the Deans' Council, department chairs, and directors. Noncredit academic structure is delegated to the Vice President of the School of Extended Learning. The Superintendent/President delegates authority over administrative and operational units to the Vice President of Business Services, Vice President of Human Resources, Executive Director of Public Affairs and Communications, and Executive Director of Information Technology. They delegate authority through directors and supervisors.

IVB.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Superintendent/President leads institutional effectiveness and improvement for the District. The Superintendent/President guides the institutional improvement of the teaching and learning environment for the District. BP 3100 Organizational Structure sets out the organizational structure of the District. BP 3100 states that the "Superintendent/President shall establish organizational charts that delineate the lines of responsibility and the general duties of employees within the District" ([IVB3-01](#)).

The Superintendent/President guides the institution and has established a collegial process that sets values, goals, and priorities through the strengthening of the College's participatory governance bodies. The CPC (Chaired by the President), Academic Senate, and the Associated Student Government are participatory governance bodies that all participate in establishing the District's

values, goals, and priorities. The President's Cabinet also operates in a collegial environment guided by the values, goals, and priorities set by the Superintendent/President.

The Superintendent/President ensures that evaluation and planning rely on high-quality research through the Office of Institutional Assessment, Research, and Planning. Institutional Assessment, Research, and Planning provides data and research supporting ongoing programs and grants, designs and implements surveys, and provides data and analysis to support program review and other institutional planning, allocation, and decision-making processes. The Institutional Effectiveness Committee (IEC) was formed in 2014 as a forum for the analysis and discussion of student outcome and achievement data, setting numeric goals and standards, and to stimulate awareness and dialogue around these topics throughout the campus community ([IVB3-02](#)).

The Superintendent/President ensures that institutional standards are established to guide student learning and effectiveness ([IVB3-03](#), [IVB3-04](#)). The Superintendent/President has initiated a comprehensive update of the District's Resource Guide to Governance and Decision-Making. The CPC approved the updated guide in October 2020 ([IVB3-05](#)).

The CPC serves as an advisory group to the Superintendent/President on fiscal, policy, and planning issues ([IVB3-06](#)). Membership includes representatives from the College's administration, faculty, classified staff, bargaining groups, and students. The CPC reviews recommendations from subcommittees such as the Budget Resource Allocation Committee (BRAC) and the Board Policies and Administrative Procedures (BPAP) Committee.

Analysis and Evaluation

The College has continued to build on improvements to its planning efforts with leadership from the Superintendent/President. The Superintendent/President has guided the institutional improvement of the teaching and learning environment by using the vehicle of college governance and specifically the College Planning Council. As chair, the Superintendent/President is responsible for setting goals, priorities, and overall institutional planning.

IVB.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President ensures that accreditation compliance and reporting are ongoing processes. The Superintendent/President ensures that the District is regularly informed about training sessions and staying up to date with ACCJC publications and information. The Superintendent/President and the Executive Vice President, who serves as the accreditation liaison officer, remain up to date on changes in Eligibility Requirements, Accreditation Standards, and Commission policies.

Under the leadership of the Superintendent/President and the Executive Vice President of Educational Programs, the Accreditation Steering Committee has been meeting regularly since early

2019 to receive training and continuously work on the accreditation report ([IVB4-01](#), [IVB4-02](#)). The Accreditation Steering Committee consists of broad representation from governance groups. Teams were developed early on and began working on each aspect of the Institutional Self-Evaluation Report. Regular updates were given and feedback was sought from constituency groups as drafts were developed.

Institutional accreditation is an institution-wide effort. Throughout the process, campus constituency groups have been kept informed and provided updates on progress. Updates were given to the Board of Trustees, to all employees at the annual fall In-Service, and at CPC meetings ([IVB4-03](#), [IVB4-04](#)).

Analysis and Evaluation

The Superintendent/President provides leadership and guidance to the District on all matters, including accreditation. The District has worked diligently to regularly review and strengthen its policies, processes, and procedures to improve the teaching and learning environment.

IVB.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent/President of the Santa Barbara Community College District keeps up to date on changing federal and state legislation policy discussions. The Board of Trustees is informed of policy and legislative issues that may impact the District. Santa Barbara City College BP 2410 Board Policy and Administrative Procedure authorizes the Board to create policy and delegates the authority to implement statutes, regulations, and Governing Board policies to the Superintendent/President ([IVB5-01](#)). Governing Board policies are implemented through the administrative procedures issued and revised by the President, in consultation with the appropriate participatory governance groups as stipulated in BP 2510 Participation in Local Decision-Making ([IVB5-02](#)).

The Superintendent/President regularly reviews and recommends updates to Board policies, ensuring that they are consistent with statutes that may affect the District. For example, new guidance from the California Attorney General regarding immigration practices prompted a thorough review of existing policies to be compliant with this new guidance.

More recently, the Board of Trustees passed Resolution 18: Affirming Our Commitment for Black and African American Students, Faculty, and Staff ([IVB5-03](#)). In response, the Superintendent/President directed the establishment of a task force to review all policies with an anti-racism and equity lens. The task force is directed to complete this work by spring 2021. The composition of the task force includes representatives from staff, administrators, faculty, and students.

Working with the District's legal counsel, Community College League of California, and the California Community Colleges Chancellor's Office, the Superintendent/President maintains currency and knowledge with regard to statutes, regulations, and Board policies in order to know what impacts the institution. Through the President's Cabinet and CPC, the Superintendent/President

ensures those on staff who have direct responsibility in key areas affected by laws, regulations, and policies maintain their currency and knowledge base. Further, the Superintendent/President delegates to those staff who have programmatic oversight the responsibility to implement these statutes, regulations, policies, and procedures.

Control and oversight of the budget and expenditures is the responsibility of Fiscal Services with leadership from the Vice President of Business Services and the Superintendent/President. A robust budget process is effective in budget control and development. In 2017, a new committee was developed, the Budget Resource Allocation Committee, which has representation from all constituency groups ([IVB5-04](#)). Fiscal Services ensures that funds are appropriately tracked and presents regular reports to constituency groups and to the Board of Trustees.

Analysis and Evaluation

The Superintendent/President assures the implementation of statutes, regulations, and Governing Board policies, using the authority granted by the Board of Trustees, by providing guidance to the Board Policies and Administrative Procedures Committee, members of the President's Cabinet, and District staff. The Superintendent/President works closely with the Board Policies and Administrative Procedures Committee on Board policy reviews and approves all administrative procedures for the District. The Superintendent/President ensures that statutes, regulations, and policies are disseminated and understood by the college community. This oversight and review ensure that institutional practices are consistent with institutional mission and policies.

IVB.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President serves as the College's leading, primary presence and ensures that the College is represented at a variety of organizations. Since 2016, the District has had changes in leadership at the Superintendent/President position. The current Superintendent/President has been with the District since January of 2020. In that time, the Superintendent/President has communicated with staff, students, and the community via email, through in-person meetings, and through attending community events. With the onset of COVID-19 early in the CEO's tenure, many community-building events and opportunities have been suspended.

During COVID-19 and the need to continue to physically distance, the Superintendent/President has facilitated alternative opportunities for engagement with employees, students and the community. Videoconferencing provides the opportunity for the Superintendent/President to continue to engage in dialogue. The Superintendent/President has offered Virtual Town Halls and Office Hours as opportunities to directly communicate with him ([IVB6-01](#)). Additionally, the Superintendent/President has participated in webinars and other virtual events.

The Superintendent/President supports various methods of communicating broadly with internal and external constituencies. The Office of Communications was established by the President's Office in 2016 to coordinate communications, public affairs, and community engagement ([IVB6-02](#)). This office produces a monthly community newsletter, employee newsletter, and regular

press releases with campus news. In addition, an Annual Report to the Community is prepared and distributed widely in the community ([IVB6-03](#)).

Additionally, the Superintendent/President keeps the campus community informed through important email updates, the In-Service Kickoff, a webinar with the SBCC Foundation, opportunities for drop-in meetings, and numerous meetings with campus constituency groups ([IVB6-04](#)).

Analysis and Evaluation

The Superintendent/President communicates regularly and provides opportunities for employees, students and community members to meet with him. Despite challenges rising from the COVID-19 pandemic, the Superintendent/President has worked to connect with internal and external communities, working to shift communication to remote means in order to serve constituents in a variety of ways.

Conclusions on Standard IVB Chief Executive Officer

At Santa Barbara City College, the Superintendent/President assures the implementation of statutes, regulations, and Governing Board policies by providing guidance to the Board Policies and Administrative Procedures Committee, members of the President's Cabinet, and District staff. The Superintendent/President provides leadership and guidance to the District on all matters. In the period following the 2015 Institutional Self-Evaluation Report, SBCC has seen the transition of three Superintendents/Presidents and one interim Superintendent/President, and the College has weathered the challenges posed by leadership transition. During and following each transition period, the delegation of authority has supported the role of the institutional leader who plans, oversees, and evaluates the administrative structure.

The College has worked diligently to regularly review and strengthen its policies, processes, and procedures to improve the teaching and learning environment. The College has continued to build on improvements to its planning efforts with leadership from the Superintendent/President. Most recently, Dr. Utpal K. Goswami, the current Superintendent/President, has guided the institutional improvement of the teaching and learning environment by using the vehicle of College governance and specifically the College Planning Council, which he chairs. The Superintendent/President communicates regularly and provides opportunities for employees, students and community members to meet with him.

Standard IVB Evidence List

[IVB1-01](#) BP 2430 Delegation of Authority to the Superintendent/President

[IVB2-01](#) BP 3100 Organizational Structure

[IVB2-02](#) Announcement SEL Leadership

[IVB2-03](#) Announcement of Title IX Manager

[IVB3-01](#) BP 3100 Organizational Structure

[IVB3-02](#) IEC Charter and Membership

[IVB3-03](#) SBCC Institution-Set Standards 2019-20

[IVB3-04](#) Institutional Effectiveness Webpage

[IVB3-05](#) Resource Guide to Governance and Decision-Making
[IVB3-06](#) CPC Webpage
[IVB4-01](#) Accreditation Steering Committee Agenda
[IVB4-02](#) Accreditation Webpage
[IVB4-03](#) BOT Report on Accreditation
[IVB4-04](#) BOT Presentation on Accreditation
[IVB5-01](#) BP 2410 Board Policies and Administrative Procedures
[IVB5-02](#) BP 2510 Participation in Governance and Local Decision-Making
[IVB5-03](#) Resolution 18 Commitment
[IVB5-04](#) BRAC Webpage
[IVB6-01](#) Superintendent Town Hall Invitation
[IVB6-02](#) SBCC Newsroom Webpage
[IVB6-03](#) SBCC Annual Report Webpage
[IVB6-04](#) Superintendent Webinar

C. Governing Board

IVC.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Santa Barbara Community College District is a single-college district. The District is governed by a seven-member Board of Trustees elected to four-year terms by the residents of the College's service area, which includes the cities of Carpinteria, Santa Barbara, and Goleta ([IVC1-01](#), [IVC1-02](#), [IVC1-03](#)). Each trustee is elected by district. The "Board shall include one student trustee who has an advisory vote" ([IVC1-04](#)). A currently enrolled student trustee serves for a one-year term and is elected by the Santa Barbara City College student body.

According to Board Policy (BP) 2200 Board Duties and Responsibilities, "The Board of Trustees is responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the institution's mission is implemented" ([IVC1-05](#)). This describes a primary responsibility of the seven-member elected Board of Trustees.

The Board meets regularly and holds additional special meetings, study sessions, and retreats as needed. The Board follows a Master Planning Calendar that outlines the many reports and discussions the Board will review over the course of a year. The Master Planning Calendar covers all areas of the College, including academic affairs, institutional effectiveness, and finance ([IVC1-06](#)). In preparation for the next calendar year, the Board is presented with a draft Master Calendar. This tool ensures that the Board is kept abreast of all policy aspects of the College.

Analysis and Evaluation

The District has dedicated trustees who serve as the governing board and policy-making body. The Board is actively involved in assuring the quality, integrity, effectiveness, and stability of the College. A currently enrolled student trustee serves for a one-year term and is elected by the Santa Barbara City College student body. Though a non-voting member, the student trustee adds an important perspective.

The Board of Trustees reflects the public interest in Board activities in providing various opportunities for community input and feedback by holding open-session Board meetings that are live-streamed online. The Board is well informed about all aspects pertaining to the College.

IVC.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The members of the Santa Barbara Community College District Board of Trustees are dedicated to their responsibility as elected officials. As trustees, they serve as representatives of the District

([IVC2-01](#)). BP 2715 Code of Ethics/Standards of Practice ([IVC2-02](#)) guides how the Board will act, individually and collectively. The Board operates within the parameters of the Brown Act. Meeting agendas are posted in advance and readily available for the public. Board members deliberate issues in the spirit of collegiality and cooperation, even though there may be disagreements and a range of viewpoints.

The Board works as a collective group and members respect their individual roles. Trustees are encouraged to ask questions during Board meetings to ensure issues are thoroughly discussed and fully vetted. On occasions where a Board vote is not unanimous, trustees are respectful of the Board's decision. In the last few years, the Board has been confronted with several issues where there has not been Board cohesion. Whereas the Board used to consistently act as a collective group, there has been less cohesion in the last two years.

This shift is evidenced in the Board Self-Assessment Surveys from 2017-18 and 2018-19. In the 2017-18 Survey, 88 percent of the Board “agree” or “strongly agree” that “once the Board makes a decision, it acts as a whole” ([IVC2-03](#)). In the 2018-19 Survey, that number had dropped to 50 percent ([IVC2-04](#)). In response to this, the Board of Trustees held a retreat in June 2019 to discuss steps the Board could take towards greater cohesion. The subsequent Board Self-Assessment Survey for 2019-20 showed improvement in Board relations ([IVC2-05](#)). At the Board retreat, trustees reviewed their Vision for the Board, personal commitments, professional development opportunities, and their responsibilities under ACCJC Accreditation Standards ([IVC2-06](#)). Trustees agreed to work more collegially with each other in support of the District's success. Even though the Board has had split votes, all members continue to support the decisions of the Board as a whole.

On an annual basis, the Board of Trustees adopts Board Goals that govern areas of focus for the upcoming year. For the 2020-21 academic year, the Board's goals include achieving long-term fiscal sustainability, student safety and wellbeing, equity in student learning and success, and supporting the School of Extended Learning ([IVC2-07](#)).

Analysis and Evaluation

The Santa Barbara Community College District has experienced disruptions at Board meetings and contentious discussions among Board members. This was especially true during the 2018-19 academic year. There have been many topics and issues that have generated a great deal of disagreement or controversy among the Board. Some of these issues have also generated a great deal of involvement from the campus community and the general public. Controversial issues have led to less cohesion and vocal disagreements.

In response to this, in June 2019, the then Interim Superintendent/President facilitated a Board retreat where Board members addressed conflicts, reviewed their responsibilities, and committed to working more collegially. Subsequent Board retreats have demonstrated more productive discussions. Furthermore, the hiring of a new Superintendent/President has led to better Board cohesion and fewer contentious discussions.

IVC.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees has the responsibility for selecting and evaluating the Superintendent/President as outlined in BP 2431 Superintendent/President Selection ([IVC3-01](#)). The Board has put this policy into practice with the hiring of the current Superintendent/President in the fall of 2019. The policy states, “The Board shall establish a search and selection process to fill the vacancy” and “comply with relevant regulations and include input from key constituencies” ([IVC3-01](#)). The Board performs an evaluation of the Superintendent/President no later than July 31 each year. It is developed collaboratively to be consistent with the employment agreement and Administrative Procedure (AP) and BP 2435 Evaluation of Superintendent/President ([IVC3-02](#)). The evaluation process stresses accountability and includes self-assessment. The Board follows the established evaluation procedure for the Superintendent/President and conducts the evaluation in closed session.

In the event of a vacancy in the Superintendent/President position, the Board is committed to a fair process for selecting a new CEO. The Board had occasion to implement its policy on the selection of a new Superintendent/President in 2016 and 2019. On each occasion, the Board reviewed its policy and procedures and conducted an open and transparent selection process ([IVC3-03](#)). Internal constituency groups, including students, were involved in the process. The Board also chose to include community members as participants on the screening committee ([IVC3-04](#)). The Board is committed to including constituency group representatives, students, and community members on the screening committee for the new Superintendent/President ([IVC3-05](#)). In the most recent Superintendent/President selection process, in 2019, the Board followed the process outlined in Board policies and administrative procedures.

BP and AP 2435 Evaluation of the Superintendent/President states that the Board “shall conduct an evaluation of the Superintendent/President no later than July 31 of each year” ([IVC3-06](#)) and that “The evaluation process shall comply with any requirements set forth in the Superintendent/President’s Employment Agreement as well as this policy” ([IVC3-07](#)). The Board of Trustees completed an evaluation of the current Superintendent/President in the summer of 2020.

Analysis and Evaluation

Board policies define the Board’s responsibilities for selecting and evaluating the Superintendent/President. These policies outline general guidance for the Board. It is the responsibility of each Board to review and refine the process as needed to address the current environment. The searches in 2016 and 2019 are evidence of the efficacy of BP 2431 and the Board’s integrity in seeking to hire qualified, excellent leaders. Furthermore, the Board takes seriously its role in evaluating the CEO to ensure effective leadership.

IVC.4

The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Santa Barbara Community College District is a single-college district. The SBCCD Board of Trustees serves as an independent, policy-making body that represents the community and its investment in the success of the institution. The Board actively encourages engagement with constituents with clear policies for transparent, public agendas and accessible meetings. During its meetings, the Board encourages public participation, allowing for speakers to make public comments and upholding expectations about meeting decorum.

Members are elected by Trustee Area as defined in BP 2100 Board Elections ([IVC4-01](#)). In November of 2012, the Board approved a new redistricting plan extending the previous four designated geographic areas to the current seven designated district areas ([IVC4-02](#)). Each trustee must live in their designated district and can be elected only by voters residing in that district. The Board's decision to convert to a by-trustee area ensures that Board members reflect the public interest of their constituents from multiple geographic segments of the community.

The Board of Trustees provides a variety of methods for the community to provide input. Individual Board members list their contact information on the College's website so that members of the public have a means of reaching them. In addition, the Board holds regular meetings that are open to the public with notices and agendas widely posted in advance. All meetings are accessible to persons with disabilities and comply with provisions set forth in the Ralph M. Brown Act ([IVC4-03](#)). All regularly scheduled Board meetings are live-streamed and available on the SBCC Board of Trustees YouTube page for viewing ([IVC4-04](#)).

The Board works in partnership with the administration and College leadership governance structure to advocate publicly for the institution and to ensure Santa Barbara City College is protected from undue influence. The Board recognizes its role is to fulfill the mission of the institution and to be held accountable by the public for achieving this goal. The Board listens carefully to public input at each scheduled meeting. The Board supports and respects participatory governance structures, processes, and practices.

Analysis and Evaluation

Board members are informed about constituents' interests and concerns. They regularly bring those concerns to the attention of the Superintendent/President for a timely response. The Board takes into account community concerns and refers them to the Superintendent/President for consideration and resolution. As elected officials serving four-year terms with no term limits, trustees are committed to the mission of California Community Colleges and the Santa Barbara community's investment in a successful and effective community college.

In recent years, the Board has been pressured by external groups that sought to have undue influence over the decision making of the College. This pressure typically presented itself in the form of large attendance at Board meetings and a high volume of public comments. Beginning in 2019, subsequent decisions of the Board reflect decision-making that is focused on the mission of the District and the best interest of the institution. More recent decisions from the Board do not reflect undue influence.

IVC.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies identify key roles of the SDCCD's Board of Trustees. The Board is appropriately engaged in educational programs and legal issues, as well as its fiscal responsibilities.

As noted in BP 2200 Board Duties, the Board of Trustees takes seriously its role to be “responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the institution’s mission is implemented” ([IVC5-01](#)). There are many Board policies and corresponding administrative procedures in place to ensure the ongoing success of educational programs and student support services.

The Board of Trustees ensures the fiscal health stability of the District by annually adopting a budget and thereby allocating the resources available to support all District programs and services. Board agendas regularly include updates from Fiscal Services that provide trustees with ongoing information to ensure proper oversight of expenditures and the budget.

The Board of Trustees assumes responsibility for all legal matters pertaining to the District, including employee discipline and contractual disputes. While these matters may be handled in closed session, the Board of Trustees reports on legal actions to the extent it can without violating confidentiality laws.

In 2019, the College began a strategic process of reviewing and updating its mission statement. The new mission statement serves as the foundation for updating Board policies, annual Board goals, and the Educational Master Plan. During the fall 2019 In-Service, extensive feedback was provided on updating the College’s mission statement. A writing group drafted a new mission statement based on this feedback. The updated version of the mission statement was shared and approved by participatory governance groups. The updated mission statement received final approval from the Board of Trustees on January 23, 2020 ([IVC5-02](#)). The updated mission statement is “Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions. The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student” ([IVC5-03](#)).

As established in policy and procedure, the Board ensures the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them through the College’s annual program review process established in BP 3255 Program Evaluation ([IVC5-04](#)). The program review process ensures the ongoing high quality of educational programs and services. Program review provides an opportunity for departments, programs, and units to analyze data relevant to their performance. Administrative units identify the data they will collect over the coming year and identify both strengths and needed areas of improvement.

Analysis and Evaluation

The Board of Trustees has demonstrated policy development that is consistent with the mission and ensures the quality, integrity, and improvement of student learning programs and services. The Board has established a budget with the necessary resources to support student learning programs and services. Program review requires alignment of unit goals with the Board-approved Educational Master Plan.

IVC.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The College publishes all approved Board policies and administrative procedures on the College's website ([IVC6-01](#)). The Board's size, duties, responsibilities, structure, and operating procedures are specified through published Governing Board policy. BP 2010 Board Membership addresses the Board's size ([IVC6-02](#)) with duties and responsibilities being addressed in BP 2200 Board Duties and Responsibilities ([IVC6-03](#)). The Board's structure is specified by BP 2010 Board Membership, as well as BP 2210 Officers, ([IVC6-04](#)), and BP 2220 Committees of the Board. Operating procedures are covered through Board policies such as BP 2110 Vacancies on the Board ([IVC6-05](#)), BP 2305 Annual Organizational Meeting ([IVC6-06](#)), and BP 2310 Regular Meetings of the Board ([IVC6-07](#)).

In response to the Equity, Diversity, and Inclusion Survey conducted in 2019, as well as emerging social dialogues occurring throughout the country following the death of George Floyd, the Board of Trustees adopted Resolution 18: Affirming Our Commitment for Black and African American Students, Faculty, and Staff. Resolution 18, among other important directives, states the "Board commits to finalize Board Policies and Administrative Procedures by the end of fall 2020 which improve and better communicate the campus complaints process, including complaints for racial discrimination[; and...] to reevaluating Board Policies and Administrative Procedures with an anti-racist and equity lens by the end of Spring 2021" ([IVC6-08](#)).

Analysis and Evaluation

The College regularly reviews its policies through the Board Policies and Administrative Procedures (BPAP) Committee. This committee provides ongoing leadership and attention to Board policy and administrative review processes. The committee completed a review of all Board policies and administrative procedures between 2013 and 2015. In the years since the committee has continued to regularly review policies. Each Board policy is reviewed and edited by BPAP, as well as by the participatory governance structure, prior to its presentation to the Board of Trustees. All policies are voted on by the Board, and the Board policies and administrative procedures are posted on the college website.

IVC.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees establishes policies by which its official actions are guided and which provide policy direction for the College consistent with applicable laws and regulations. The Board of Trustees regularly acts in a manner consistent with its policies and bylaws, particularly with regard to the District's ongoing activities. This includes the implementation of policies related to institutional planning, participatory governance, and budget development.

Board policy is reviewed and revised on an ongoing basis and, as necessary, based on internal and external changes that impact the District ([IVC7-01](#)). These may include recommendations from the Community College League of California for policy updates as new legislation is approved at the state or federal level ([IVC7-02](#)). The Board also relies on input from the college community and other community stakeholders to prompt a review of existing policies or develop new ones.

The Board follows BP 2410 Board Policies and Administrative Procedures as guidance when reviewing existing policies and introducing new policies ([IVC7-03](#)). Most recently, the Board reviewed BP 2715 Code of Ethics/Standards of Practice to reaffirm its commitment to acting in a manner consistent with policies. Furthermore, the Board's recent Resolution 18 commits the Board "to reevaluating Board Policies and Administrative Procedures with an anti-racist and equity lens by the end of Spring 2021" ([IVC7-04](#)).

The Board of Trustees understands a primary value in a structure of policies accompanied by administrative procedures is to make clear the distinction between the policy function of the Board and the operational functions of administrative officials. In its 2019-20 Board Self-Evaluation, 88 percent of the Board "agree" or "strongly agree" that "the Board establishes policies consistent with the mission of the college to ensure the quality, integrity, and improvement of its educational programs and student support services" ([IVC7-05](#)). The Board continues to support an ongoing and thorough review of policies.

Analysis and Evaluation

Board agendas, minutes and resolutions reflect the ongoing work of the Board of Trustees in ensuring responsiveness and effectiveness of the District. The Board regularly reviews and approves revisions and additions to Board policy at its regular meetings. Policies are reviewed by the Board Policies and Administrative Procedures Committee and campus constituency groups prior to review and approval by the Board of Trustees. Once approved, the Board works diligently to adhere to its policies.

IVC.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Santa Barbara Community College District Board of Trustees receives regular reports on student learning and educational programs at Board meetings and Board study sessions. Some of the Board members attend all-staff and other events where student learning and achievement are discussed. Institutional plans are presented to the Board for approval before they are adopted.

Meetings of the Board of Trustees regularly include presentations on individual programs or initiatives offered by the College, such as the Guided Pathways project. On an annual basis, the Office of Institutional Assessment, Research and Planning provides a report to the Board of Trustees on the Student Success Metrics ([IVC8-01](#), [IVC8-02](#)). The Board Master Planning Calendar includes specific times throughout the year where the Board will receive updates from staff pertaining to student success metrics ([IVC8-03](#)). With the goal of improving student learning, the College frequently assesses the efficacy of its planning and governance processes and the effectiveness of new and ongoing educational programs and services ([IVC8-04](#)).

Analysis and Evaluation

The Board is informed by updates on District programs and initiatives. Board knowledge of these programs supports the Board in ensuring continued institutional effectiveness. The District uses documented assessment results to communicate matters of academic success to the Board of Trustees. The Board of Trustees and other College committees, most notably the Institutional Effectiveness Committee, review the institutions' student success metrics and other indicators for student success. Other internal assessments produce results that are broadly communicated, including the annual Institutional Effectiveness Report and results of major surveys.

IVC.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Training and professional development for the seven-member Board of Trustees is accomplished through an orientation process for new members - orientation has been planned for December 2020 for newly-elected trustees regarding Board matters, policies, and procedures - and ongoing professional development for all members. Continuity is achieved through staggering the terms of office.

Each year, the Board of Trustees schedules a retreat focusing on District issues and goals. Board members have the opportunity to attend the annual workshops and conferences sponsored by the Community College League of California (CCLC), including the Effective Trustee Workshop, the Board of Trustees conference, and the general CCLC annual conference. In addition, a Board member representative attended Institutional Self-Evaluation Report training at the start of the accreditation process ([IVC9-01](#)). Trustees also participated in a joint training with the College Planning Council on anti-racism and community building ([IVC9-02](#)).

BP 2740 Board Education states, "the Board of Trustees is committed to engaging collectively and individually in relevant educational activities to strengthen understanding of emerging policy issues and of the role, mission, and impact of public California community colleges in general and Santa Barbara City College specifically" ([IVC9-03](#)).

The Board has a mechanism that provides for staggered terms of office in BP 2100 Board Elections ([IVC9-04](#)). Elections shall be held every two years for four-year overlapping terms. Election to office for four trustees - one from Area 1, two from Area 3, and one from Area 4 - alternate with

election to office for three trustees - one from Area 2, one from Area 3, and one from Area 4. The voting areas were recently revised so members are elected by individual areas to better conform to the California Voting Rights Act.

Analysis and Evaluation

SBCCD Board of Trustees members are dedicated to the College and its success. Board members participate in educational and professional development opportunities through the Community College League of California and the Association of Community College Trustees (ACCT). Activities include participation in the CCLC's Annual Legislative Conference, designed specifically for California community college board members.

The Board of Trustees also conducts regular study sessions on topics of interest to Board members. Study sessions allow the Board to gain in-depth knowledge on particular areas of the District.

The Board has had a program for professional development and new member orientation through recent election cycles. It has a mechanism for providing for continuity of Board membership and staggered terms of office as established in Board policy. Increased Board experience and orientation support Board effectiveness. The Board has continued to solidify its understanding of roles and responsibilities and is supported in continuing to participate in conferences and workshops.

IVC.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The process for evaluating the Board of Trustees is outlined in BP 2745 Board Self-Evaluation ([IVC10-01](#)). The Board "is committed to assessing annually its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning." BP 2745 Board Self-Evaluation defines the Board's self-evaluation process and includes reference to the process used, procedures employed, and timeline to be followed. Each year, a workgroup is formed to review the process and agree on a timeline to be used in the Board's self-evaluation. The Board conducts its self-evaluation, including a presentation and discussion at a Board meeting, no later than June of each year ([IVC10-02](#)). The evaluation is used to identify accomplishments as well as set the annual goals. The Board has also participated in other types of training such as Brown Act training.

The Board utilizes its self-evaluation tool to reflect and improve upon its annual Board goals. Board goals are developed in consultation with the Superintendent/President. The 2020-21 Board goals also include targets for the District to report on throughout the year ([IVC10-03](#)).

Analysis and Evaluation

The Governing Board has an evaluation process for assessing Board performance that is clearly

defined in Board policy. The Board has implemented its policy by consistently conducting an evaluation each year. Consistently following the same process allows for identification and analysis of any emerging trends in the practice and functioning of the Board.

IVC.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Santa Barbara Community College District has Board policies in place to ensure all Board members maintain high standards of ethical conduct and disclose any possible conflicts of interest.

BP 2715, the Code of Ethics policy outlines ethical standards for the Board and establishes principles that promote strong relationships between the Board and college constituency groups and stakeholders ([IVC11-01](#)). It also includes a provision that outlines the process for addressing violations of this policy.

BP 2710, the Conflict of Interest policy indicates that members must inform the Board of Trustees when they have private financial interests in a particular matter that may be affected by an action taken within his/her official duties and responsibilities ([IVC11-02](#)).

Most recently, the Board conducted its self-evaluation ([IVC11-03](#)). A particular focus was to review Board ethics. With their review of their 2020-21 Board goals, members also reviewed BP 2715 Code of Ethics/Standards of Practice ([IVC11-04](#)).

Analysis and Evaluation

The Board of Trustees understands that effectiveness and public confidence are maximized by adherence to a high standard of ethical conduct. Additionally, the Board understands the need for dealing with conduct that violates its code of ethics and standards of conduct, which will first be addressed by the Board President and the violator.

IVC.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

BP 2430 Delegation of Authority to the Superintendent/President ([IVC12-01](#)) and BP 2435 Evaluation of the Superintendent/President ([IVC12-02](#)) of the Santa Barbara Community College District describe the delegation of authority to the Superintendent/President and the annual evaluation process where the CEO is held accountable for the effective operation of the District.

With the emergence of the COVID-19 pandemic, the Board came together to adopt Resolution 9: Delegating authority to the Superintendent/President to take any necessary actions and respond effectively to novel coronavirus (COVID-19) ([IVC12-03](#)). This allowed the Superintendent/President to swiftly respond to a rapidly-changing situation.

The Board of Trustees engages in ongoing monitoring of the Superintendent/President's performance to ensure institutional effectiveness and adherence to District policies and procedures. The Board annually reviews Board and CEO roles to ensure an effective partnership ([IVC12-04](#)).

The Board conducts an annual evaluation of the Superintendent/President's overall performance. The Board evaluates the Superintendent/President on specific goals and objectives set by the Board in ongoing dialogue with the Superintendent/President. The Superintendent/President receives feedback regarding his/her performance during closed session discussion.

The Superintendent/President serves as the professional advisor to the Board on policy formation and routinely shares with the Board reports and information on institutional effectiveness, progress on goals as defined in the College's integrated planning documents, and the status of the budget.

Analysis and Evaluation

The Board has delegated full responsibility and authority to the Superintendent/President to implement policies without interference while holding the CEO accountable for District operations. The most recent selection process for the President, in 2019, exemplifies the rigorous implementation of the policy. The presidential selection process included broad-based participation of key constituents including the community. The hiring process was representative, inclusive, and led to the successful hiring of the new Superintendent/President.

IVC.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Santa Barbara Community College District Board members are knowledgeable about accreditation requirements and review and approve ACCJC reports. The Board is informed about Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status ([IVC13-01](#)).

BP 3200 Accreditation, states it is the Superintendent/President's responsibility to ensure the "institution strives to comply with the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)" ([IVC13-02](#)). The District is committed to engaging in "an inclusive and collaborative process for developing its comprehensive self-evaluation for reaffirmation of accreditation."

Board members have been encouraged to attend training on accreditation conducted by the CCLC and ACCT. Additionally, the Board has received presentations and updates on the

accreditation process. At its September 2020 meeting, the Board specifically reviewed Standard IV, which deals with governance, the Superintendent/President, and the Board of Trustees ([IVC13-03](#)).

Analysis and Evaluation

The Board of Trustees is actively involved in the accreditation process of the Santa Barbara Community College District. The Board of Trustees supports District efforts to achieve the approval of institutional policies, processes, and practices that ensure the College is meeting Accreditation Standards and Commission policies.

Conclusions on Standard IVC Governing Board

The Santa Barbara Community College District Board of Trustees is the District's governing and policy-making body. As elected officials serving four-year terms with no term limits, trustees are committed to the mission of California Community Colleges and the local community's investment in a successful and effective community college. Trustees, including a nonvoting student trustee, are involved in assuring the quality, integrity, effectiveness, and stability of Santa Barbara City College. The Board reflects the public interest in its activities by providing opportunities for community input and feedback and by holding live-streamed, open-session meetings. The Board is informed on all aspects pertaining to the College under its purview.

The Board has demonstrated regular policy development and review that is consistent with the mission to ensure the quality, integrity, and improvement of student learning programs and services. The Board has established a budget with the necessary resources to support student learning programs and services. The Board has delegated responsibility and authority to the Superintendent/President to implement policies without interference while holding the Superintendent/President accountable for College operations. The Board reviews its own effectiveness annually, consistently following the same process that allows for identification and analysis of emerging trends in its practice and functioning.

The Board takes into account community concerns and refers them to the Superintendent/President for consideration and resolution. The Board has also responded with openness and specific followup steps to community dissension and tension, particularly during the 2018-19 academic year. In response to the trustees' lack of cohesion during high-profile controversies, the Interim Superintendent/President facilitated a Board retreat in 2019 to address their conflicts, responsibilities, and commitments to collegiality. In addition, the 2019 hiring of a new Superintendent/President has led to better Board cohesion and fewer contentious discussions, as has the program for Board professional development and new-member orientation through recent election cycles. The Board works to uphold its role and responsibilities, including understanding of Accreditation Standards and Commission policies, and is supported in continuing to participate in conferences and workshops.

Standard IVC Evidence List

[IVC1-01](#) BP 2010 Board Membership

[IVC1-02](#) Map of Trustee Areas

[IVC1-03](#) SBCC Board of Trustees Webpage

[IVC1-04](#) BP 2015 Student Trustee
[IVC1-05](#) BP 2200 Board Duties and Responsibilities
[IVC1-06](#) Board Master Planning Calendar
[IVC2-01](#) BP 2010 Board Membership
[IVC2-02](#) BP 2715 Code of Ethics/Standards of Practice
[IVC2-03](#) 2017-18 Board Self-Assessment Survey
[IVC2-04](#) 2018-19 Board Self-Assessment Survey
[IVC2-05](#) 2019-20 Board Self-Assessment Survey
[IVC2-06](#) Special Board Meeting Agenda 06-14-2019
[IVC2-07](#) Board Goals 2020-21
[IVC3-01](#) BP 2431 Superintendent/President Selection
[IVC3-02](#) BP 2435 Evaluation of the Superintendent/President
[IVC3-03](#) 2019 Superintendent Search Webpage
[IVC3-04](#) 2019 Search Press Release
[IVC3-05](#) AP 2431 Superintendent/President Selection
[IVC3-06](#) Board Agenda
[IVC3-07](#) AP 2435 Evaluation of the Superintendent/President
[IVC4-01](#) BP 2100 Board Elections
[IVC4-02](#) Trustee Area Map
[IVC4-03](#) BP 2345 Public Participation at Board Meetings
[IVC4-04](#) Board YouTube Webpage
[IVC5-01](#) BP 2200 Board Duties and Responsibilities
[IVC5-02](#) SBCC Board Minutes 01-23-2020
[IVC5-03](#) SBCC Webpage
[IVC5-04](#) BP 3255 Program Evaluation
[IVC6-01](#) SBCC Board Webpage
[IVC6-02](#) BP 2010 Board Membership
[IVC6-03](#) BP 2200 Board Duties and Responsibilities
[IVC6-04](#) BP 2210 Officers
[IVC6-05](#) BP 2110 Vacancies on the Board
[IVC6-06](#) BP 2305 Annual Organizational Meeting
[IVC6-07](#) BP 2310 Regular Meetings of the Board
[IVC6-08](#) Board Resolution 18
[IVC7-01](#) Board Meeting Minutes 2018
[IVC7-02](#) Board Study Session
[IVC7-03](#) BP 2410 Board Policies and Administrative Procedures
[IVC7-04](#) Board Resolution 18
[IVC7-05](#) Board Self-Evaluation
[IVC8-01](#) Board Scorecard Presentation
[IVC8-02](#) Institutional Effectiveness Report
[IVC8-03](#) Board Master Planning Calendar
[IVC8-04](#) Institutional Effectiveness Webpage
[IVC9-01](#) Institutional Self-Evaluation Report Training
[IVC9-02](#) Anti-Racism Training, Community Building
[IVC9-03](#) BP 2740 Board Education
[IVC9-04](#) BP 2100 Board Elections
[IVC10-01](#) BP 2745 Board Self-Evaluation

[IVC10-02](#) 2019-20 Self-Evaluation Summary
[IVC10-03](#) 2020-21 Board Goals
[IVC11-01](#) BP 2715 Code of Ethics/Standards of Practice
[IVC11-02](#) BP 2710 Conflict of Interest
[IVC11-03](#) BP 2745 Board Self-Evaluation
[IVC11-04](#) Board Meeting Agenda 09-24-2020
[IVC12-01](#) BP 2430 Delegation of Authority to the Superintendent/President
[IVC12-02](#) BP 2435 Evaluation of the Superintendent/President
[IVC12-03](#) Resolution 9: COVID-19 Response
[IVC12-04](#) Board Meeting Agenda
[IVC13-01](#) Presentation on Accreditation
[IVC13-02](#) BP 3200 Accreditation
[IVC13-03](#) Standard IV Review

Quality Focus Essay

Santa Barbara City College engaged in a process to address identified areas to improve student success and close equity gaps. To this end, three Action Projects were developed that focus directly on Guided Pathways. The relationship between the Action Projects and the related plans that emerged from the self-evaluation are described below, as is the framework the College will use to engage in the Action Projects. Each Action Project is explained and details the responsible parties, timeline, anticipated measurable and observable outcomes, and the potential impacts of each on academic quality, institutional effectiveness, and continuous quality improvement with the ultimate goals of increasing student success and closing equity gaps for SBCC's most disproportionately impacted student populations.

Process to Identify Student-Focused Projects for Improvement

The College's process for preparing the Institutional Self-Evaluation Report has included a clear assessment of institutional effectiveness and quality of processes, practices, and projects. Since the last accreditation visit, the College has engaged in significant new statewide initiatives, the advent of new grant programs and other student success-oriented projects, ongoing annual and strategic planning, and annual assessment and evaluation. In that time, the campus community has also had to weather a devastating fire, fatal debris flow, several changes in administration, and most currently, the COVID-19 crisis. In spite of these challenges, SBCC remains committed to growing and changing to meet the needs of students.

The Accreditation Steering Committee has led an in-depth analysis to reflect on and to identify ways in which the College can continue to improve its institutional effectiveness and student learning and achievement that guide the College's planning processes. In this context and through the self-evaluation process, Santa Barbara City College has identified three, interrelated Action Projects in Guided Pathways to fulfill the mission, increase the success of all students with particular attention to equitable outcomes, and align with other institutional effectiveness efforts.

In 2017, the College committed to serve as one of the 20 colleges selected in the state to participate in the first cohort of the California Guided Pathways Project. During the second year, the team created a "Theory of Change" document in which the College identified and committed to the following to serve as a reminder and lens for continued Guided Pathways work:

- The Focus: Students
- The Issue: Equity gaps and opportunities missed
- The Strategies: Integrated, strength/assets-based, equity-driven, labor market informed rigorous academics and comprehensive student supports and services.

As a focus of the California Guided Pathways Project, the College has worked to analyze a series of data sets focused on increasing equitable outcomes for students, outlined in the local Vision for Student Success Goals. These goals address Disproportionate Impact and Equity Gaps identified in the Student Equity Plan 2019-2022. Additionally, the College used data from the Survey of

Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) surveys, and institutional effectiveness data focused on enrollment and course completion and retention and persistence. The data reveal specific areas where implementing impactful practices can support student success and completion at the College. In particular, the practices focus on students with the greatest need for clarity of educational paths, meaningful support, and completion for groups of students with identified disproportionate impacts. Areas of focus for designing a student-centered pathways approach are below:

Table 63. SBCC Approach to the Four Pillars of Guided Pathways

Clarity Create clear curricular pathways to employment and further education	Intake Help students choose and enter their pathways	Support Help students stay on their path and reach their goals of career, degree, and/or transfer	Learning Ensure that learning is happening with intentional outcomes
Improve program progression through mapping–One of three phases completed	Improve onboarding of high school graduates and nontraditional students–Efforts using technical supports progressing	Design pathway-specific counseling, advising, tutorial and personal supports– Initiated but not to scale	Refine program learning outcomes– Under development and revision
Create Academic & Career Pathways– Development is complete, implementation progressing	Improve technical tools to support enrollment, educational planning and program selection– Implementation of Degree Planner and Program Mapper under development	Implement technical systems and supports for students–Implementation of Degree Planner and Program Mapper under development	Relate program learning outcomes to general education course mapping– Under revision
Implement career planning at the outset of program selection–Initiated	Create online and face-to-face ways to help students determine their Academic and Career Pathways (“meta majors”)–Under development	Create data inquiry team model tied to Academic and Career Pathways with specific assessment and interventions based on program area and student demographic data	Track and assess for improvement–Effectively implemented course-level assessment; improving program-level assessment

The SBCC Guided Pathways team submitted the Scale of Adoption to the California Community Colleges Chancellor’s Office on February 28, 2020. That report highlighted the activities planned to support improving students’ onboarding, enrollment, educational and career planning progress through and completion of degrees. The report was a useful assessment of progress to date ([QFE-01](#)).

A Re-Centering of Analysis on Disproportionately Impacted Students:

As the College continues efforts to implement Guided Pathways, an equity-oriented frame for analysis and planning will be more overtly established in order to frame planning to increase outcomes for students who have been disproportionately impacted as measured by the metrics established in the 2019-2022 Student Equity Plan ([QFE-02](#)).

The Accreditation Steering Committee, together with the Guided Pathways team, using the goals from the College's 2019-2020 Scale of Adoption Self-Assessment for Guided Pathways, identified a focus on three specific elements integral to the College's Guided Pathways efforts:

- **Transformed Onboarding:** engagement in an intentional process of data-driven, student-centered inquiry that examines the onboarding process at SBCC. This includes a campuswide redefinition and expanded understanding of onboarding, and thinking about what “onboarded” students know and can do, streamlining and coordinating onboarding practices across siloed areas, and connecting onboarding and equity work more directly. This effort differentiates approaches for students to increase outcomes for disproportionately impacted students.
- **Completion of Program Mapping and Academic and Career Pathways:** completion of the mapping process in which discipline faculty work and academic counseling faculty develop recommended programs of study to provide a sample pathway for students to complete their degrees within two years (or four years for part-time students). Program maps are aligned with the Academic and Career Pathways and will be placed on the college website. Teams will begin to determine and to develop ways the College will guide students to these map resources and how to help them effectively utilize the information as they determine their career, degree, and/or transfer goals, especially for students of color and those who have been historically underrepresented and/or underserved in higher education.
- **Implementation of an Integrated Degree Planner Program and Practices:** implementation of Degree Planner, a software tool that will allow academic counseling to track student progress more effectively and to help identify how and when to provide necessary support to students, as well as allow students to self-track their progress towards their academic and career goals. Collaboration between instructional and counseling faculty will support the use of program maps as the new software is implemented.

In March of 2020, the College applied for and was accepted to a second cohort opportunity with the California Guided Pathways Project, including in the application some of the projects selected for this Quality Focus Essay.

Integration and Improvement Planning

Santa Barbara City College is committed to improved integrated planning and assessment with a clear focus on improving equity outcomes. The project planning for this Quality Focus Essay relates to several other key areas throughout the Institutional Self Evaluation and improvement efforts of the College.

Several improvement plans already identified in the Institutional Self-Evaluation Report lay out foundational work that supports Guided Pathways efforts outlined in this Quality Focus Essay. Aligning program review processes with Guided Pathways goals, assessing student services to more fully address the needs of underrepresented populations, and examining committee structures to better support College efforts are identified in the report itself and outlined in Table 64 below.

Table 64. Integrated Planning Efforts

Standard	Improvement Plan
<p>IIC.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</p>	<p>While individual student service units routinely assess their services, the College recognizes the importance of expanded integrated planning for student services to provide a more seamless experience for students. The Student Affairs Leadership Committee, in collaboration with the Office of Institutional Assessment, Research, and Planning and Guided Pathways representatives, will design a process to assess student needs, particularly for nontraditional and underrepresented populations.</p>
<p>IVA.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</p>	<p>Develop a streamlined committee structure that reduces redundancies and establishes stronger, clearer connections between committees, college planning processes and Accreditation Standards, including institutional effectiveness.</p>

Three Key Guided Pathways Efforts

While work on Guided Pathways has been integrated across a range of College areas, the three pieces selected for this Quality Focus Essay target transformational change in how and when information and supports are provided to students to ensure faculty and staff have data-driven, equity-based, and coordinated information and systems in place to provide intrusive interventions for students at key milestones. The three areas will help students: progress through their onboarding experiences; explore and determine their course of study and develop an understanding of the timing and courses their program entails through implementation of program mapping; and create and achieve their full educational plans. Implementing the three plans will increase student success by supporting their progression along essential points of their educational paths, including identified milestones and markers. A description of each intervention, followed by a table outlining the responsible parties, timeline, anticipated outcomes, and impact on academic quality and institutional effectiveness, is outlined below.

Transformed Onboarding

Barriers in the onboarding process were some of the earliest identified areas in need of improvement as part of the Guided Pathways effort. Significant work on transforming these processes began in 2017. In the past three years, Enrollment Services has instituted several significant changes in how it supports onboarding for all new students, including streamlining the steps to enrollment and developing clear communication on the college website, flyers, and in all public forums which outline the steps required to enroll at Santa Barbara City College. The emphasis has been in making the steps clear, streamlined, and supported.

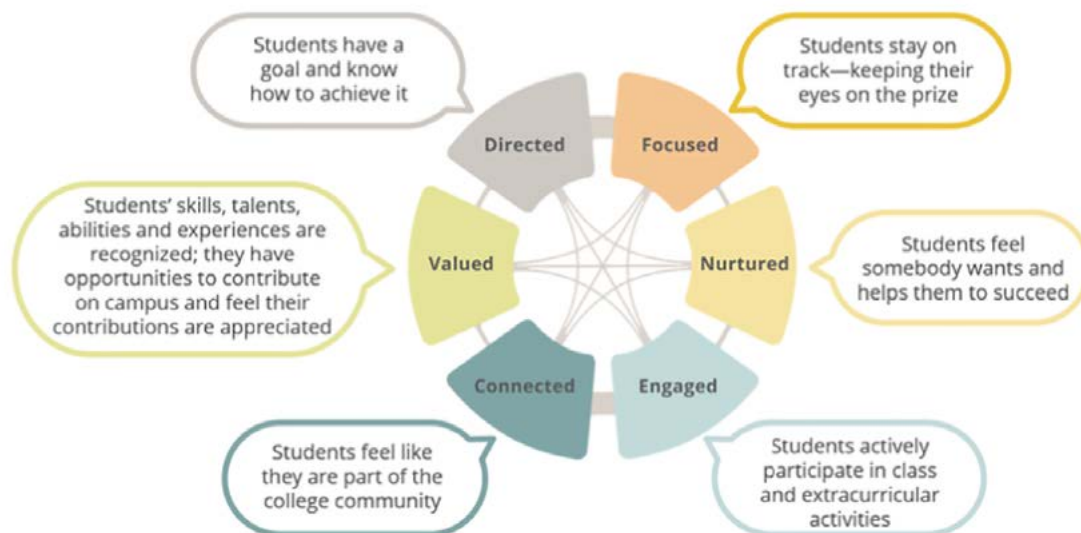
However, even a simplified or streamlined set of steps can continue to be barriers and be difficult for students to navigate, with populations of disproportionately impacted students - including but not limited to first-generation students, nontraditional aged students, low-income students, LatinX students, and Black and African American students - suffering the most from lack of clarity and/or supports in their onboarding experiences.

Therefore, providing improved processes, culturally informed and responsive approaches and supports, and finding ways to provide direct interventions throughout the onboarding process has been a central component of recent efforts. While some changes have already been implemented, they need to be continually refined as staff receive feedback and perform ongoing assessments of the effectiveness of these measures. Moving beyond the enrollment process, SBCC seeks to determine how it can effectively support students through developing a deeper and broader understanding of what onboarding means for them.

- An onboarding work team will commence this summer to engage in a deliberate and intentional process of data-driven, student centered inquiry to examine the onboarding process at SBCC. This includes creating a campuswide redefinition and expanded understanding of onboarding, thinking about what “onboarded” students know and can do, streamlining and coordinating onboarding best practices across traditionally siloed areas, and connecting

onboarding and equity work more directly. The redesigning of the onboarding experience will be based on the understanding of the Six Success Factors Frame established by the Research and Planning Group for California Community Colleges as part of the Student Support (Re)defined study.

Figure 30. Six Success Factors Frame



Source: <https://rpgroup.org/Our-Projects/Student-Support-Re-defined/SuccessFactorsFramework>

- To improve outreach, collaborative teams of staff that cross support services will be deployed to support more directed, culturally informed and responsive outreach and onboarding efforts for specific disproportionately impacted student populations to increase both access and successful enrollment. To support this effort, the College will build internal collaboration between Enrollment Services and equity programs such as Umoja, Veterans' Support Program, and Guardian Scholars to develop onboarding activities for students such as summer bridge programs and first year support services.
- The staff will be trained in culturally responsive practices. The College will utilize customer relations management software for focused outreach to underserved student populations and strategic enrollment campaigns, modeled after the SBCC Promise efforts. Additionally, financial aid information and support will be provided in accessible, multilingual modalities as early as possible to potential and enrolling students. SBCC also will expand its community events to target local high school and middle school students and their parents to engage in forums focused on the SBCC transfer pathway.
- In-person enrollment services will be addressed and improved, including revising instructions and updating signage, checking students in for student service appointments, addressing in-person student questions, utilizing peer mentors trained in culturally responsive practices, providing enrollment services in Spanish, and providing a welcoming environment for students and their families. The College has committed to increased bilingual communications, and Enrollment and Retention will be implementing bilingual communications.

- After program maps are online, the College will develop new and specific interventions to guide students to these resources, as well as ways of how to help them effectively use the information as they determine their career, degree, and/or transfer goals.

Completion of Program Mapping and Career and Academic Pathways

Santa Barbara City College has undertaken a faculty-led project to create sample program maps for all degrees and certificates offered at SBCC in a way that is clear for students to understand. Program maps will be placed on the college website so they are easily viewed and accessible, and the College will develop ways to guide students to this resource and help them effectively utilize the information as they determine their career, degree, and/or transfer goals, especially for students of color and those from populations that have historically been underrepresented and/or underserved in higher education.

1. Creating Sample Maps for All Degrees and Certificates

The process for creating the sample maps began in 2019 when teams of department chairs and academic counselors met to combine their areas of expertise to create well-thought-out sample program maps with recommended pathways through degree programs. Through the process of creating program maps, the following goals are maintained and considered:

- A. Ensure maps are written clearly, with student-centered language and focus.
- B. Ensure students take at least one class in their selected field early in their first college year, preferably in their first semester.
- C. Help students consider alternating math and English general education requirements during different semesters.
- D. Help students discover courses of interest to them found outside their discipline that they may not have otherwise found on their own.

Additionally, as program faculty chairs work with counseling faculty, they can review programs, align course offerings, and develop a timeline for program completion. Program faculty, working with program learning outcomes, determine courses appropriate to degree and, with the support of counseling faculty, recommend appropriate general education courses to support degrees and transfer. The program mapping processes allows space for an effective review of program design, which may in turn lead to program revision.

Developing program maps is organized in three phases with each phase focusing on one type of degree or certificate in order to allow work at each stage to be more focused, and to take each stage from easiest (most straightforward, fewer local decisions) to potentially more complicated (many local decisions/discussions/controls).

- Phase 1: Associate Degrees for Transfer
- Phase 2: Associate Degrees (AA and AS) and Certificates with Career Technical Education Goal
- Phase 3: AA/AS/C with transfer goal, AA/AS/C with CTE and Transfer Goal, AA/AS/C with no stated goals.

2. Placing Maps onto the College Website

In 2019-20, the College began its work with the online mapper program from Bakersfield College. Working with the first set of completed Phase 1 maps, the SBCC team has begun entering mapping information and will soon be ready to begin a preview process with the academic counseling and department chair mapping teams, Guided Pathways committee members, and student focus groups for feedback and revision. Additional phases of mapping work are ongoing. After program maps have undergone the preview/revision process, and after approximately 70 maps are finalized, the first set of program maps will go live online and be available on the SBCC website to the campus community. Program maps are a visualization tool to inform students about their options in a course of study. Once moving into a course of study, students will work with a counselor to specify elements of their educational plans made more specific by their intended transfer institution or career plans.

3. Creating Effective Utilization of the Program Maps: Developing Milestones, Data Inquiry Teams, and Interventions

After the program maps are online, SBCC will need to develop new ways to guide students to these resources, as well as helping them effectively use the information as they determine their career, degree, and/or transfer goals.

SBCC will pilot the model of “data inquiry teams,” or groups composed of faculty, classified professionals, deans, academic counselors, and members of student support organized by academic and career pathways. These teams, led by data coaches, would meet regularly and often to analyze data of new students and disproportionately impacted groups of students for particular pathways. These sessions will have the goal of using the data to inform and to drive the creation of specific interventions to respond to any barriers that may be uncovered. One of the first tasks of these data inquiry teams will be to collect research and to explore ways to effectively use program maps with specific populations of historically underserved students. Additionally, these teams will identify course/unit milestones, key markers in students’ educational pathways when creating these targeted approaches to improve outcomes for student groups that have been disproportionately impacted. These interventions may include creating and providing targeted and personal outreach methods, holding workshops featuring map information, or other supports that the teams will determine.

Implementation of an Integrated Degree Planner Program and Practices

Once students are onboarded and making decisions about their courses of study, SBCC provides drafted educational plans. Being able to document students’ progress along their educational path and to provide counseling interventions at key points is critical to their success. After analyzing the current version of SBCC’s educational planning software, Ellucian Degree Works, the College anticipates that a different product, Starfish Degree Planner, will provide the ability to build class schedules based on a student’s needs and provide useful reporting to identify students who veer from their educational plans, which will allow for interventions within the Starfish Suite.

To this end, the College is currently in the process of implementing the educational planning component of the Starfish Suite: Degree Planner. Tools in Starfish currently used at SBCC include Early Alert, which identifies students in need of support, and CONNECT for counselor appointments. The addition of Degree Planner provides a “one-stop shop” for degree planning and communica-

tion between faculty, staff, and students when leveraged alongside the other tools in the Starfish Suite. The implementation of Degree Planner is intended to promote student success by allowing students to create educational plans meeting their educational goals when working with a counselor. Degree Planner templates are a starting point for individualized educational planning. The templates incorporate program maps that have been built through a collaborative process between program faculty and counselors as previously described. In Degree Planner, a counselor can build multiple programs to accommodate multiple majors and certificates. The system is also designed to interface with scheduling software to enable a better fit of course offerings with classes listed on students' educational plans.

Academic Counseling, the Transcript Evaluation Office, Admissions and Records, and Information Technology have been collaborating on this implementation process. A pilot was planned for fall 2020 and a full conversion scheduled for early spring 2021. While this conversion will bring all current data from the system into Degree Planner, additional information resulting from the program mapping project will be incorporated into the new software as data becomes available.

The College anticipates that the Degree Planner software will increase tracking of student progress and build interventions to address student success. For example, it is intended to alert students and counselors when students inadvertently veer from their educational plans by raising a “flag” or alert. This alert system helps students identify areas where dialogue and support with counseling is advisable. This flag will prompt students to contact their academic counselor to receive the support they need to choose classes that align with their educational goal and to revise their plan accordingly if their educational goal has changed. In addition, when the necessary counseling staffing resources are expanded (such as additional counseling technicians and student program advisors), the flags allow counseling support staff to be proactive in identifying and reaching out to students when their course enrollment is not aligned with their chosen academic paths, particularly disproportionately impacted students, and to encourage them to meet with their academic counselor to update their educational plan as needed.

In addition, Degree Planner offers reporting which can assist staff to identify students who are close to completing multiple degrees. It can also inform scheduling practices by guiding academic departments to offer courses students need to meet their goals. As a result, it is expected that these interventions will contribute to a reduction of unnecessary unit accumulations, a decrease in time to completion of academic goals, and an increase in the number of degrees and certificates awarded.

As both program mapping and more advanced student educational planning software is deployed, Santa Barbara City College will develop metrics to assess the rate at which students stay on the path, working to disaggregate the on-path percentage metric by various demographic identities. Details of this implementation are listed on the chart at the end of this section.

Summary of Immediate Guided Pathways Plans

The Guided Pathways efforts described above are distilled in the following table. The timeline and implementation of these three efforts will be assessed each year to identify progress, to make adjustments as needed, and to ensure that implementation carries forward and is completed prior to the Accreditation Midterm Report.

Table 65. Quality Focus Essay Action Projects

[illegible]

Table 65 Continued. Quality Focus Essay Action Projects

Identified Area	Responsible Parties	Timeline	Anticipated Outcomes	Impact on Academic Quality and Institutional Effectiveness
Implementation of an Integrated Degree Planner Program and Practices	Academic Counseling Faculty; Information Technology; Transcript Evaluation Office, Admissions & Records	2020-21 with annual assessment 2020-23 Ongoing incorporation of program maps	<ol style="list-style-type: none"> 1. Implementation of new Degree Planner 2. Increasing the number of students with completed educational plans in their first year. 3. Reducing unnecessary unit accumulation. 4. Decreasing the time to complete academic goals. 5. Increasing the number of degrees and certificates awarded. 6. Data collected on students' needed courses to inform schedule development and responsive review 	<ul style="list-style-type: none"> • Meeting Vision for Success and Student Equity goals of increasing degree attainment and transfers to four-year institutions. • Increased percentage of students with completed educational plans within their first year. • Improved tool will provide the ability to intervene on students who are near a degree. • Clarified paths to help decrease unnecessary unit accumulation. • Increased capacity to analyze how to redesign schedules and grab students back to help with path and other degree possibilities.

Assessment

The District will use the Institution-Set Standards and the Student Equity Goals as an annual basis for assessing improvement of increased completion, progress, and course success.

Conclusion

Although the projects identified in the Quality Focus Essay do not represent the entire range of activities that Santa Barbara City College is undertaking as a part of its Guided Pathways efforts, they do represent three major prongs of ongoing work that will directly impact student learning and achievement and that correlate to key measures of institutional effectiveness. As part of the overall approach, the College is also undertaking a significant revision of its program review processes to reinforce an equity-minded, Guided Pathways approach. These changes will further support the Guided Pathways efforts outlined here. See the improvement plans for standard IB.5. Santa Barbara City College's commitment is to continual quality improvement as it implements and refines support services and instructional program planning to best serve student needs.

Quality Focus Essay Evidence List

[QFE-01](#) Guided Pathways Scale of Adoption Assessment

[QFE-02](#) 2019-2022 Student Equity Plan