

PEER REVIEW TEAM REPORT

Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

This report represents the findings of the Peer Review Team that conducted a virtual visit to Santa Barbara City College from October 12-13, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter

Dr. Joe Wyse
Team Chair

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**Santa Barbara City College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Joe Wyse. Team Chair
Shasta College
Superintendent/President

Dr. Martha Garcia, Vice Chair
College of the Desert
Superintendent/President

ACADEMIC MEMBERS

Dr. Katie Desmond, Feather River College
Political Science, History Instructor

Dr. Dulce Gray, West Valley College
Instructor of English and Women's Studies

Ms. Kelly Fowler, Merced College
Vice President of Instruction

Ms. Dena Martin, Woodland Community College
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Dr. Kaneesha Tarrant, Norco College
Vice President of Student Services

Mr. Trevor Stewart, Columbia College
Vice President College Administrative Services

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President

**Santa Barbara City College
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FOCUSED SITE VISIT**

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Political Science, History Instructor

ADMINISTRATIVE MEMBER

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Vice President of Student Services

ACCJC STAFF LIAISON

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Vice President

Summary of Focused Site Visit

INSTITUTION: Santa Barbara City College

DATES OF VISIT: October 12-13, 2021

TEAM CHAIR: Dr. Joe Wyse

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2021, the team conducted Team ISER Review (formative component) to identify where the College meets standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries of standards that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four member peer review team conducted a Focused Site Visit to Santa Barbara City College on October 12 to 13, 2021 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

The Team Chair and Vice Chair held a pre-Focused Site Visit meeting with the College CEO on February 22, 2021 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 12 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well-attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Recommendations

Recommendations to Meet Standards:

Recommendation 1: In order to meet the standard, the team recommends the College follow its written policies and procedures on evaluation of all employees, systematically and at stated intervals, to assure the effectiveness of its human resources (III.A.5).

Recommendations to Improve Quality:

Recommendation 2: In order to increase effectiveness, the team recommends the College implement its plans to improve the tracking mechanism of outcomes assessment to clearly demonstrate that all course SLOs have been assessed in their defined cycle (I.B.2).

Recommendation 3: In order to increase effectiveness, the team recommends the College follow through with its plans in systematically projecting total cost of ownership of new or renovated facilities and equipment and incorporate these projections into their long-range plans (III.B.4).

Introduction

Santa Barbara City College is a comprehensive community college serving the South Coast of Santa Barbara County in California. The College offers transfer programs and a wide range of associate degree and certificate programs. SBCC serves nearly 30,000 students annually, including more than 9,000 non-credit students and more than 20,000 credit students. It operates on a 74 acre main campus overlooking the ocean as well as through its Wake and Schott campuses nearby which focus on noncredit and fee-based programs. SBCC has a strong dual enrollment program. In 2013, SBCC was recognized by the Aspen Institute as the top community college in the nation.

The history of Santa Barbara City College dates back to 1909, the year in which it was established by the Santa Barbara High School District. After being discontinued shortly after World War I, it was started back up after World War II in the fall of 1946.

The team was impressed with the College's dedication to infusing diversity, equity and inclusion into curriculum design and many other areas of operation and student services. The excitement of many of the staff and faculty in embracing improvements to planning and program review was evident in numerous interactions.

Recent challenges in the college's history include the 2017 Thomas Fire, a massive wildfire that burned more than 280,000 acres and the debris flows and flooding that followed. Additionally, the COVID-19 pandemic has impacted operations since March 2020. The College has worked creatively and with great dedication to continue to serve its community through these crises, especially through conversion of hundreds of courses to online instruction.

Eligibility Requirements

1. Authority

Santa Barbara City College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) which affirms it is licensed to operate and award degrees. ACCJC is a regional accrediting body recognized by the U.S. Department of Education.

The College meets the eligibility requirement.

2. Operational Status

The team confirms that Santa Barbara City College is operational and serves approximately 30,000 students annually. During the 2019-20 academic year, the College awarded 4730 degrees or certificates.

The College meets the eligibility requirement.

3. Degrees

The team confirms that a majority of Santa Barbara City College's students are enrolled in courses leading to a degree or certificate and that the majority of the College's educational offerings lead to a degree or certificate.

The College meets the eligibility requirement.

4. Chief Executive Officer

The team confirms that the Santa Barbara Community College District Governing Board has appointed a chief executive officer (CEO). The current CEO began her employment with the district in September 2021. The CEO does not serve as board president nor as a member of the board. The CEO has the authority to administer board policies.

The College meets the eligibility requirement.

5. Financial Accountability

The team confirms that Santa Barbara City College undergoes an annual financial audit by an external firm with the lead auditor being a certified public accountant. All audits are presented to the Board of Trustees at regular open sessions Board meetings. The College maintains compliance with Title IV regulations.

The College meets the eligibility requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

●	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
●	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
●	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team found that Santa Barbara City College made an appropriate and timely effort to solicit third party comments in advance of a comprehensive evaluation visit starting before the March 2021 Team ISER review through the October 2021 Focused Team Site Visit. The College has cooperated with the Team in a collegial and accommodating manner throughout the comprehensive review process. The Team held an open forum and received feedback that was considered by the writing teams during the writing process and team visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

✓	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
✓	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
✓	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
✓	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team found that Santa Barbara City College showed that it defines, sets, and reviews achievement benchmarks, including job placement rates and exam pass rates where programs have associated licensure exams. Institution Set Standards and Goals are analyzed regularly. Results are used in program-level and institution-wide planning to support its mission.

Credits, Program Length, and Tuition

Evaluation Items:

✓	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
✓	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
✓	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
✓	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
✓	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College demonstrates compliance with the Commission Policy on Credit, Program Length, and Tuition. The Team confirmed the College awards units of credit consistent with state and federal regulations, and the California Community College Chancellor’s Office. Santa Barbara City College’s credit hour assignments and degree program lengths are within the range of good practice of higher education. The College awards degrees based on student attainment of learning outcomes assessed by faculty on a regular basis.

Transfer Policies

Evaluation Items:

✓	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
✓	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
✓	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team verified that Santa Barbara City College publishes transfer of credit policies and information about articulation agreements with other postsecondary institutions in the course catalog and on the College website.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
✓	The institution demonstrates regular and substantive interaction between students and the instructor.
✓	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
✓	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
✓	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
✓	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The findings and conclusions relative to distance education are the result of the team's review of 28 online courses offered by SBCC in Fall Semester 2020 and the review of various supporting documents and policies pertaining to distance education cited by the College in the ISER. To our knowledge, SBCC does not offer correspondence courses.

Student Complaints

Evaluation Items:

<ul style="list-style-type: none">●	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<ul style="list-style-type: none">●	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<ul style="list-style-type: none">●	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<ul style="list-style-type: none">●	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<ul style="list-style-type: none">●	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<ul style="list-style-type: none">●	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has board policies and administrative procedures related to student complaints and/or grievances (e.g., AP 5530, AP 5130, BP/AP 4231 and AP 3435). The student complaint process is accessible via the College's website and the College catalog. Santa Barbara City College lists the names, telephone numbers, and emails of staff members based on types of complaints, including student conduct and Title IX.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

✓	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
✓	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
✓	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The review of the evidence, especially the course schedules, catalog and website, by the Team verified that the College provides accurate and timely information to students and the public about its programs, locations, and policies. The Team found that Santa Barbara City College informs the public and students of its accreditation status via its website, both concerning its status with ACCJC and other specialized program accreditations.

Title IV Compliance

Evaluation Items:

✓	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
✓	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
✓	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
✓	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
✓	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

Conclusion Check-Off:

✓	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team was presented with the appropriate evidence on the required components of the Title IV Program, including the College's most recent audit report. Santa Barbara City College uses an external audit firm to audit its administration of Title IV aid. All audit reports are made public during Board of Trustees meetings. The College publishes rules and regulations related to its issuance of Title IV aid, including the Student Loan Cohort Default Rate, on its website.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Santa Barbara City College demonstrates a commitment to a mission that supports student achievement and student learning. Evidence demonstrates that there is monitoring of progress toward meeting the College's mission, and data-based decision-making and planning for resource allocation was noted. There are sufficient resources dedicated to implement and evaluate its educational programs and services.

Findings and Evidence:

Santa Barbara City College's 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. Their mission includes "opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions." Their mission highlights the College's commitment to student learning and achievement through student success as supported by an "equitable, inclusive, respectful, participatory, and supportive community" (I.A.1).

Santa Barbara City College uses data as evident in the access it provides to data dashboards, available to college employees, to determine how it is accomplishing its mission effectively. Data is also used to direct institutional priorities that meet the education needs of students. The Student Equity Plan identifies achievement gaps and identifies activities to address the gaps. The Board of Trustees annually reviews student success metrics (I.A.2).

Program reviews show evidence of alignment with the College's mission. Program review documents have a specific question for departments to outline how each program contributes to the College mission by providing two examples. Student services has developed mission statements that align with the College mission. Planning documents, such as the Distance Education Plan and Budget Values, show a deliberate connection to the mission for planning and resource allocation (I.A.3).

The Santa Barbara City College Board of Trustees last approved the mission Feb 13, 2020 after it was approved by the College Planning Council in Dec 2019 following a participatory process for gathering feedback. The College reviews the mission every three years. The mission statement is published on their website, and in BP1200, publications, planning documents, and at physical locations on campus (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College uses student learning outcomes, institution-set standards, and data on disproportionately impacted groups to gain information and insight into academic quality and institutional effectiveness. The institution has identified three improvement plans around this: institution-set standards; equity driven resource allocation; and improved communication of assessment results.

Findings and Evidence:

The team found that 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. Committees' charges and agendas demonstrate that the College assesses these outcomes along with its mission (I.B.1).

The College defines student learning outcomes for both instructional programs and student and learning support services, and these student learning outcomes are publicly shared on the College website. The team found that the College uses a process to map course student learning outcomes to program student learning outcomes as part of its assessment process. However, evidence that all course outcomes have been assessed is incomplete due to the ineffectiveness of the outcomes tracking system currently in use (I.B.2, ER 11).

The institution establishes institution-set standards (ISS) for student achievement. The Educational Master Plan identifies five institution-set standards, which are evaluated yearly. The Institutional Effectiveness Committee is charged with the annual review of ISS. Reports are publicly available on the College website. The College has recently experienced changes due to AB 705 and the establishment of a new mission statement. These changes have prompted the College to redevelop its institution-set standards. The College has indicated an improvement plan to address this (I.B.3, ER 11).

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. Several college planning documents use data to support student learning and achievement (for example, the Student Equity Plan and the Distance Education Plan). Faculty ranking, used to inform departmental hiring, includes criteria such as impact on student success, programmatic innovation to meet student needs, and program growth (I.B.4).

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. The program review process includes the use of qualitative and quantitative data, disaggregated by program type and mode of delivery. AP 3255 requires the use of statistical data and includes goals and objectives, SLOs, and analysis of student achievement. Data dashboards provide the data, and data for educational programs is disaggregated by modality to reflect in-person, online, and hybrid formats. The Program Evaluation Committee's (PEC) Annual Report summarizes program review outcomes. Also, the PEC assesses the

program review process (I.B.5).

The College disaggregates and analyzes learning outcomes and achievement for various student populations. The Student Equity Plan reports five student outcomes, disaggregated by gender and seven other specific student populations. The 2019 - 2022 Vision for Student Success Goal Alignment Plan focuses on student outcomes, achievement and includes removing equity gaps. Program and course achievement data are disaggregated by award type, ethnicity, gender, fee waiver status, residency, units enrolled, and educational goal. When performance gaps are identified, the College implements strategies to address them. For example, the Umoja Center was created in response to equity gaps seen with the College's African American student population. Resource requests that emerge from program reviews are assessed/ranked by various committees for funding. The Race 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. The College has identified an improvement plan to update its funding process for requests due to changes from the state collapsing several programs into one, specifically supporting equity gaps identified in the student equity plan (I.B.6).

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. The Board Policies and Administrative Procedures Committee (BPAP) reviews all district wide policies on a five-year cycle and as needed. The Program Evaluation Committee annually reports out on aligning program goals to the College's Strategic Directions and Goals. The Budget Resource Allocation Committee (BRAC) makes suggested adjustments that align with college priorities. The College survey's governance committee members every two years. The Resource Guide to Governance and Decision-Making is updated to reflect the role of committees (I.B.7).

The College communicates the 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. Various reports highlight assessment, evaluation, and plans that are available on the website. Also, various reports and data are highlighted at governance committees and with the Board of Trustees. However, the College recognizes that efforts to build a shared understanding of its strengths and weaknesses and opportunities to give input on setting priorities could be improved. As a consequence, the College has identified two improvement plans: to bolster data-supported discussions about the College's strengths and weaknesses and to ensure better communication to various committees (I.B.8).

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. 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. The Educational Master Plan serves as the foundation for all college evaluation and planning, including for the mission and program reviews. It connects to the Facilities Master Plan, District Technology Plan, and Distance Education Plan. Program reviews include resource requests that go to the appropriate committee to be assessed according to ranking processes for making recommendations regarding resource allocation. The President's Cabinet rankings feed into a final recommendation for funding made by the College Planning Council (I.B.9, ER 19).

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

In order to increase effectiveness, the team recommends the College implement its plans to improve the tracking mechanism of outcomes assessment to clearly demonstrate that all course SLOs have been assessed in their defined cycle (I.B.2).

I.C. Institutional Integrity

General Observations:

Santa Barbara City College assures that information about the institution is communicated to students and the public with accuracy, clarity, and integrity via the catalog and on its website. Board policies are in place to promote honesty, responsibility, and academic integrity. The College complies with the Commission's Eligibility Requirements, Standards, and policies.

Findings and Evidence:

The team found that the 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. The College's website provides additional information on learning outcomes and curriculum, as well as an annual report of student success measures and analyses of programs. The College's accreditation webpage provides the requisite information regarding the institution's accreditation status (I.C.1).

The catalog is updated annually and posted to the College website in a searchable format. Upon review of the evidence the team found that the catalog requirements are met (I.C.2).

The College communicates success metrics on its institutional research website, and presents outcomes data annually to the Board of Trustees (I.C.3).

Information about degrees and certificates, including their purpose, content, requirements, and SLOs, appears in the College's catalog and on its website (I.C.4).

The College follows its policy for reviewing Board policies, administrative procedures, and major publications such as the catalog. It provides information about the total cost of education in a variety of locations to ensure accessibility to students (I.C.5, I.C.6).

The Board policy on academic freedom provides a clear framework for the essential role that academic freedom plays in affirming institutional and academic integrity (I.C.7).

The College has established and publicly makes available policies and procedures that promote honesty, responsibility, and academic integrity (I.C.8).

The College has Board policies and administrative procedures that establish standards for faculty to remain current in their disciplines and to share data and information in a fair and objective manner (I.C.9).

The 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 (I.C.10).

Santa Barbara City College does not operate in any foreign locations. Therefore, this standard is not applicable (I.C.11).

The 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 (I.C.12).

Through its external reporting responsibilities and its official publications and public postings, such as the College catalog and accreditation certificates for specific programs, the College demonstrates honesty and integrity in its relationship with external agencies (I.C.13).

Core policies focusing on student achievement and learning guide the institution's decision-making in support of the College mission (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College offers a range of course and degree offerings, including non-credit, extended learning, vocational and transfer opportunities that are aligned to its mission and to the purpose of higher education institutions. Online courses are verified in their compliance with student contact, and instructors are adequately trained in online course design and pedagogy. The College responded nimbly to the COVID-19 disruption as the CAC Distance Education Help Team looked at online courses with particular attention to their approaches to equity and needs of disproportionately impacted student populations. This review considered the needs for greater flexibility and improvements to creating supportive learning environments. These needs are also considered in requests for instructional resources. Course SLOs are defined, mapped to program SLOs (developed by all programs), then mapped to the ISLOs to highlight student learning upon degree or certificate completion. The College has spent considerable time implementing processes for AB 705 compliance resulting in the elimination of required pre-collegiate

coursework in English and math. Guided Pathways projects like program mapping, as well as use of software, like Degree Planner and eLumen, etc. are used to assist and advise in student educational planning to ensure efficient degree or certificate completion, and to inform thoughtful class scheduling, an area where the College admits more work is needed. Student success and equity, including anti-racism training, are part of faculty professional development workshops, and tutor training. Processes and procedures are established and implemented around student transfer, programs with licensure and examinations, as well as program elimination, which hasn't occurred in over a decade.

Findings and Evidence:

SBCC offers a range of instructional programs online and in-person that provide students with learning opportunities so that they may obtain employment, degree and certificate completion, and/or transfer. Courses include defined student learning outcomes that are regularly assessed to identify student skill attainment and curricular adjustments. The College has met the COVID-19 disruption by focusing on using equity to inform and enhance its distance education offerings. The College catalog, program web pages, and distance education page describe fields of study and course offerings consistent with the College's mission. Master lists of program SLOs, ISLOs, and processes for mapping SLOs using an electronic software program, demonstrate the College's commitment to providing relevant learning opportunities for students to meet their goals. Course review, including a distance education emergency addendum process are examples of quality oversight and the College's equity commitment in its online course offerings (II.A.1).

Full and part time faculty collaborate regularly on SLO assessment, course, and program reviews. Program reviews include examining student disaggregated achievement data which is used for program, course, and services improvement. Course Outlines of Record are regularly reviewed for online/in-person compatibility, and as part of its COVID-19 responses, includes a required equity plan specifically for online courses. The CAC web page illustrates and communicates the workflow of curriculum development and approval, and the committee and process include faculty input. Course outlines are submitted by program faculty based on the required Course Outline of Record (COR) elements. Programs are reviewed every four years, which in turn is reviewed by the Program Evaluation Committee (PEC) with attention to student achievement and curricular improvement. The PEC provides input to the Educational Master Plan (EMP) and informs improvements in instruction, evidenced in the EMP annual report. The Emergency DE addendum, and accompanying discussion, demonstrate a rigorous review of DE practices, evidenced in the equity emphasis (II.A.2).

SBCC has a defined process for regularly assessing student learning outcomes at all levels using established institutional procedures. Course outlines include SLOs and these are also included on course syllabi. The process indicates that the assessment of course SLOs informs course improvement plans, however, it is evident that the College lacks a tracking mechanism to clearly demonstrate that all course SLOs have been assessed in their defined assessment cycle. Program reviews include an overview of student learning outcomes and these provide an analysis of how student learning aligns to the ISLOs (II.A.3).

Pre-collegiate courses are offered in English, math, and other areas. These are numbered in a way that distinguishes them from college-level curriculum and listed as such in the catalog. The

courses are designed to prepare students for college-level course work. The College has engaged in extensive conversation around how these pre-collegiate course offerings fit with the California specific AB 705 mandates. These conversations have led to creating flowcharts to advise students in math and English. Department web pages also include guidance for students to explore which courses are the best fits, or where to start. These are based on skills, preparation, and pathways. This has not been finalized for the ESL progression. Communicating course offerings and sequencing to students has been prioritized by the College (II.A.4).

Consistent with requirements set by the California Community College system and those established by the College, all degrees require the completion of 60 semester units, which include general education units, of which 18 units in major or area of emphasis and electives. The College offers a range of programs of study that are aligned with its mission and the charge of higher education institutions. This includes ensuring these are of appropriate length and can be completed through defined course sequencing. This is evident in policy and the College catalog, published graduation requirements, and in the course/ program development and review processes. Assuring depth and rigor and synthesis of learning are evidenced in the CAC process, program evaluations, and PEC review (defined in policies), which examine unit and hour requirements as well as course and program student learning outcomes (II.A.5).

Santa Barbara City College carefully considers scheduling to provide students course offerings and clear sequencing so that they can complete their programs of study. Accounting for student interest informs scheduling decisions, and this interest is ascertained through the analysis of various data sources. A number of groups and committees participate in conversations and decisions around scheduling, including Guided Pathways efforts that have informed the creation of program maps and schedule management. The Abbreviated Strategic Enrollment Management Plan includes the goals to address and meet student needs and interests when it comes to providing a diversity of programs, which then informs course scheduling. The revised/updated SEM plan highlights the opportunities to leverage distance education course offerings to better serve student needs. Data reports reviewed by the Strategic Enrollment Management committee are comprehensive and include scheduling. Many discussions have occurred involving faculty, advisors, and staff around Guided Pathways implementation and translation into improved scheduling plans (II.A.6).

Delivery modes, teaching methodologies, and learning support services support student equity and success, and are effectively used to support the diverse and changing needs of students. Student success and equity in pedagogy are part of faculty professional development workshops and are required for online teaching (which includes a mentoring program for new online instructors). This effort also includes anti-racism training through the College's Courageous Conversations group. Equity consideration is part of curriculum review and informs distance education delivery. The COVID-19 situation has highlighted both student equity needs and the College's commitment to meeting these needs. The CAC reviews engagement and contact elements of online and hybrid courses as a part of its equity and student success efforts (also evident in policy). Technical and learning support services are available through a number of modalities to students in DE courses (II.A.7).

Programs such as nursing and cosmetology use program licensure exams created and conducted by third party agencies. The state licensure exam is required for the nursing program which has added an optional success course to help students prepare for this exam. Cosmetology also uses standardized materials, consistent with state regulations. Course level writing samples are now used to assess prior learning and inform placement in higher-level English courses. ESL uses a writing test and rubrics are used across English for writing assessment (II.A.8).

Student attainment of skills are reviewed per policy, in the assessment of student learning outcomes and program review process. Student Learning Outcomes (SLOs) are created at the course, program, and institutional levels. Departments collect assessment data and report on student learning and from this, faculty develop Course Improvement Plans. Some certificate programs use exams to assess student achievement of learning outcomes. As defined in policy, course credit is awarded based on students' demonstration of achieving learning outcomes by assuring that curriculum and programs are regularly reviewed for quality and currency. Course outlines include credit hours and grading schemas and the College awards credit consistent with accepted norms in higher education (II.A.9).

Transfer-of-credit policies are available to students in the College catalog and transcript evaluation processes are conducted to assure ease and seamlessness of student transfer. Policies are in place stipulating transfer course articulation which is then assured through established transfer agreements and a process or regular review. Policy on transcript evaluation is also in place and carried out through the Transcript Evaluation Office (II.A.10).

Course outlines, revisions or modifications, and new course proposals are reviewed by the Curriculum Advisory Committee (CAC). The review of SLOs is part of this process. Course submitters are provided information on how to construct SLOs and the components of the SLO assessment cycle are part of the program review process. The College has created Institutional Student Learning Outcomes (ISLOs) that include all the skills outlined in this standard. Program and course SLOs are mapped to these ISLOs in e-Lumen assuring that the core competency and skills are met in a student's general education coursework and degree/program pathway. ISLOs are published in the catalog (II.A.11).

The College has a policy that includes the philosophy of general education for degrees. General education requirements for the completion of degrees are listed in the College catalog. The catalog also includes the general education philosophy and local, CSU, and IGETC patterns. Depending on their educational goals, students have the option of choosing the local pattern, or the CSU Breadth or IGETC pattern. The discussion of general education patterns occurs in the CAC approval process and review of the ISLOs has occurred to assure the inclusion of skills and outcomes including civic engagement and for lifelong learning (II.A.12).

The College offers degree programs with focused areas or inquiry or an established interdisciplinary core as shown in their transfer degrees. Degrees include defined student learning outcomes, and course outlines in these degrees are reviewed within the curriculum review and program review cycles (II.A.13).

The College offers a variety of career and technical programs, all of which follow the College's established curriculum approval process and policy. The catalog includes information for Career

Technical Education (CTE) programs including preparation for exams or licensure for those relevant programs. New programs undergo an approval process by the CAC and if involving new resource requests, the Program Evaluation Committee. CTE programs also rely on advisory boards to ensure that programs are meeting identified curricular and professional needs, and preparing students for employment. Individual CTE web pages include career and salary information. Data on licensure pass rates are accessible on the institutional research webpage. Graduates from the CTE programs have been surveyed, revealing competencies evident in job placement rates and wage increases after program completion (II.A.14).

Processes and procedures are established in policy around program elimination. However, these processes have not been implemented for over a decade. Programs are evaluated in the program review process, and reviewed by the Program Evaluation Committee (PEC). Program modifications are reviewed and documented by the CAC; resource modifications and requests are evaluated by the PEC (II.A.15).

The College uses established policies to develop and maintain academic programs, and collaborative decision making to ensure the quality and currency of programs. Dialogue and discussions around learning assessment processes occur at the program level, and are validated by PEC which then provides feedback on programs to ensure continuous improvement alignment to the College's mission. Assessment of student progress and achievement occur through the SLO assessment process which includes the development of Course Improvement Plans. The SLO institutional cycle includes data on course SLO assessments and courses that have identified improvement plans. Samples of pre-collegiate, collegiate, and CTE program reviews are provided that include analysis of SLO assessment and goals for improvement (II.A.16).

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Santa Barbara City College provides library and tutoring support to students. Training is provided for the resources they offer. Resources are provided in person and electronically. Library and tutoring services are assessed and improved through input from faculty and program review. The Tutorial Advisory Committee was folded into the larger Partnership for Student Success committee to improve tutoring services.

Findings and Evidence:

Santa Barbara City College provides library and learning support services that support student learning through the Luria Library, Cartwright Learning Resources Center, and another 25 department-specific computer labs. Technology, including Chromebooks and hotspots, are available for students to check out from the main campus and other campus locations. The College website, catalog, relevant board and administrative policies, planning documents, and other communications highlight that these services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location. Ongoing instruction and support for students are also found on the website. Students are supported through a variety of

methods, including phone, chat, webforms, webinars, online tutoring, and dedicated Instructional Assistants (II.B.1, ER 17).

The Library and Learning Support Services program reviews show evidence that professional expertise is used to maintain equipment and learning materials that support achievement of the mission. Resources highlighted on the College website provide further evidence of library and learning support equipment and materials available to students to support their learning and the library provides statistics showing that students are using Chromebooks and available accessories. Faculty can suggest titles for the Library to purchase via their website. The collection development policy as highlighted in Administrative Procedure 4040 shows that library staff and faculty share responsibility for selecting library materials. The Library staff provided communications and documents highlighting collaboration with faculty, including faculty at the off-site locations (Schott and Wake campuses) (II.B.2).

The Library and various tutoring services complete program reviews. Tutoring services are further evaluated through the Partnership for Student Success Committee. Tutoring departments highlighted successful rates of Student Learning Outcomes in the College's Institutional Self-Evaluation Report. The Library assesses identified student learning outcomes through a survey. Survey results of student learning and evaluation of resources and services are discussed at library meetings (II.B.3).

The institution takes responsibility for, regularly evaluates, and assures the security, maintenance, and reliability of resources provided for student learning in their program reviews. This includes collaborating with faculty and discussing evaluation of resources at department or committee meetings (II.B.4, ER 17).

Conclusions:

The College meets the standard.

II.C. Student Support Services

General Observations:

The College offers student support services that support student learning and enhance the accomplishment of the College's mission. Services are provided in an equitable manner for students at all three campuses and online. The College regularly reviews student support services and student learning outcomes through program review. Co-curricular programs and athletics programs are consistent with the College's mission, enhance students' educational experiences, and are appropriately overseen and supported financially. The College's admissions policies are consistent with its mission. This includes outlining program qualifications for various programs, and validating admissions and placement instruments for effectiveness while minimizing biases.

Findings and Evidence:

The College regularly evaluates the quality of student support services through the established program review process including analysis and link to the Educational Master Plan. The College demonstrates 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 (II.C.1, ER 15).

The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Assessment data is used to continuously improve student support programs and services (II.C.2).

The College follows BP 5300 to ensure equitable access to all of its students. The College provides services at all three locations and online. The College identified an improvement plan to expand integrated planning to assess needs for nontraditional and underrepresented populations and design metrics and support for non-credit students, as highlighted in their Student Equity Plan, 2019-2022. The team encourages the College to complete the assessment and review of services at other sites and in support of all students it serves (II.C.3, ER 15).

The College's 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. The institution offers co-curricular and athletic programs that are conducted with sound educational policy and standards of integrity. The College demonstrates through BP and AP 5420 that direct control of these programs, including their finances (II.C.4).

The College provides counseling services that support student development and success. Counseling and advising materials and activities assist students with educational planning to meet academic requirements for graduation and transfer. The College is using their Guided Pathways Initiative to direct much of this work. SLO data is collected and analyzed for effectiveness of counseling sessions and counselor-led workshops. Counseling faculty are active in college committees and weekly professional development activities (II.C.5).

The College has adopted and adheres to admission policies consistent with its mission which specify the qualifications of students appropriate for its programs. Admission policies are published in the catalog and College website. The College clearly states the admissions requirements for specialized programs such as the nursing program and BP5010 outlines these requirements. The Guided Pathways Initiative has facilitated the building of program maps used to advise students on the pathway to degree, certificate and transfer completion. Admissions requirements are evaluated and validated by the Curriculum Advisory Committee. The College has eliminated math and English assessments for placement and now rely on communicating co-requisite options and course sequencing to students, and emphasize advising when it comes to placement in math and English (II.C.6, II.C.7 & ER 16).

The College maintains student records permanently, securely, and confidentially in accordance with AP 3310 and AP 5040. The College ensures secure backup and access by employee position and scope. The College provides regular training for staff regarding security of student records and publishes and follows established policies for release of student records (II.C.8).

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College demonstrates it effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness.

Findings and Evidence:

The College 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. The College adheres to hiring policies and procedures. A need was identified to implement a meaningful and structured consultative hiring, planning and communication process (III.A.1).

The College follows the California Community College State Academic Senate's minimum qualifications for faculty hiring as evident in board policies and administrative procedures. Faculty qualifications include knowledge of the subject matter, necessary skills and appropriate degrees and professional experience. The College has established procedures in place to ensure job postings include development and review of curriculum as well as assessment of learning (III.A.2).

As evidenced by BP 7250, the College follows California Community College Chancellor's Office minimum qualifications for the hiring of administrators and other employees responsible for educational programs and services (III.A.3).

The College's AP and BP 7211 ensures that degrees held by faculty, administrators and other employees are from accredited U.S. institutions. Job announcements state the educational requirements and outline the equivalency process for degrees from non-U.S. institutions. The College follows established policy and procedures to determine equivalency (III.A.4).

The team found that the College is not consistently following its written policies and procedures on evaluation of managers. The College follows its published evaluation procedures at its scheduled intervals for faculty and classified staff. Written criteria is used to assess the effectiveness of personnel and encourage improvement in performance of duties (III.A.5).

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 (III.A.6).

The institution maintains a sufficient number of qualified faculty to achieve institutional mission and purposes. The College has met or exceeded its Faculty Obligation Number (FON). The determination of faculty positions is in alignment with College needs and in support of the mission as identified in the Educational Master Plan (EMP) and Strategic Directions and Goals for 2019-22 (III.A.7, ER 14).

The College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of part-time faculty. The College provides numerous resources to part-time faculty online and through the Faculty Resource Center. The College provides opportunities for professional development and encourages involvement in Academic Senate and other college activities (III.A.8).

The College uses planning processes to ensure there is a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College has identified a high reliance on short-term hourly employees and implemented a process to address this through process improvements and budget realignment (III.A.9, ER 8).

The College 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. The College experienced a time of high turnover and interim positions in several executive positions beginning in 2015 (III.A.10, ER 8).

The College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review for ethics, protected classes, nondiscrimination, equal employment opportunity, harassment, diversity, recruitment, compensation, and personnel files. Chapter 7 of Board Policies and Administrative Procedures are systematically reviewed through the Board Policies and Administrative Procedures Committee (BPAP) on a five-year cycle (III.A.11).

The College has policies and practices and developed an EEOAC plan to support its diverse personnel. BP 7100 Diversity in Employment identified the institution's commitment to diversity. The College president makes regular reports on employment equity and diversity to the Board of Trustees (III.A.12).

The College upholds a written code of professional ethics for the Board of Trustees, students, faculty and college wide through board policies, including consequences for violation (III.A.13).

The College plans for and provides all personnel with appropriate opportunities for professional development through the Professional Development Advisory Committee (PDAC), college committees and collective bargaining agreement. The College regularly conducts surveys to identify the most critical needs. The newly implemented Vision Resource Center will track professional development more effectively than the previous system (III.A.14).

The College securely and confidentiality maintains personnel records according to BP 7145 in its enterprise resource system (III.A.15).

Conclusions:

The College meets the Standard except for III.A.5.

Recommendation to Meet Standards

In order to meet the Standards, the team recommends College follow its written policies and procedures on evaluation of all employees, systematically and at stated intervals, to assure the effectiveness of its human resources (III.A.5).

III.B. Physical Resources

General Observations:

Santa Barbara City College has done significant planning as it relates to the physical resources of the College. Significant improvement needs to facilities have been identified through two major documents: the Facility Master Plan and the Five-Year Capital Outlay Plan. These documents highlight needed improvements including some of the sites that have facilities in “poor” condition as it relates to HVAC, plumbing, electrical, or roofing. The College last passed a bond in 2008 and implementation of a new bond program would address these issues. The College funds facilities improvements through the Construction Fund which are local dollars set aside specifically for projects.

Santa Barbara City College utilizes the program review process to evaluate physical resources of the College. Annual evaluations also occur through the Business Services department. Recent state-funded construction projects have included input from faculty, staff, and administrators with these projects being guided through the Facilities and Safety Committee, College Planning Council, and the Board of Trustees. The College utilizes space inventory data for planning purposes.

Santa Barbara City College has developed a recent Facility Master Plan that accounts for the long range capital plans for the College. Additionally, the Five-Year Capital Outlay Plan is updated each year to reflect facilities improvement goals for the College. Total Cost of Ownership is not specifically addressed in these two documents, but it has been presented on specific facilities as the College has moved forward with state funded construction projects.

Findings and Evidence:

Santa Barbara City College offers educational facilities that are safe and sufficient at each location where it offers instruction. The College has a work order system where faculty and staff can report issues that have been observed in a classroom or around campus. The College has a Facilities and Safety Committee whose charge is to “...advocate for the health, safety, appearance and effectiveness of the facilities and grounds at Santa Barbara City College.” Facilities staff review the operations of each building as part of their daily duties. The College has installed several systems to improve campus safety including security cameras, hold up buttons, emergency phones, and an automated web-based door locking system. The College is prepared to undergo an accessibility study to evaluate each of its sites (III.B.1).

Board Policy “BP 6600 Capital Construction” notes the requirement to complete the Five Year Capital Outlay Plan and submit it to the Chancellor’s Office. The most recent “Five Year Construction plan” lays out over \$320 million in prioritized district projects. These projects demonstrate the planning as well as overall acknowledgment of improvements that are necessary for the College. The Facilities Master Plan demonstrates the College has done appropriate planning to maintain or recommend modernization or new construction of its physical resources

to support its programs and services and achieve its mission (III.B.2).

In addition to the Master Plan, the College utilizes the program review process to identify needs for instructional and student support service functions, as outlined in the Program Review User Guide. The Facilities and Safety Committee has discussions on construction project priorities and campus projects already in progress, and in turn coordinates communication to the campus community (III.B.3).

The Facility Master Plan demonstrates that the College has created a long range plan to evaluate its facilities to support institutional goals. Additionally, the Five-Year Capital Outlay Plan is updated annually and submitted to the California Community College Chancellor's Office. The Team found examples where total cost of ownership was being evaluated, such as in staffing needs for custodial and maintenance and roof repair prioritization, but this is not being done systematically. The College has identified an improvement plan as it relates to the total cost of ownership. It is expected that once complete, it will supplement the planning that the College already has in place as it relates to physical resources (III.B.4).

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

In order to increase effectiveness, the team recommends the College follow through with its plans in systematically projecting total cost of ownership of new or renovated facilities and equipment and incorporate these projections into their long-range plans (III.B.4).

III.C. Technology Resources

General Observations:

The Information and Technology Division is responsible for hardware and software. Santa Barbara City College provides remote access for students to desktop applications and cloud printing. Support is available via work order, phone, and email. Training and informational resources are available to support use of technology with mandatory training for employees who have access to sensitive information. Processes are in place for ensuring cybersecurity and accessibility. The College handled the transition to remote learning due to COVID-19 well because of pre-established resources. The College funds maintenance and refreshes before new requests for technology are funded. There are committees and processes that ensure technology is suitable for teaching and learning. Requests for technology are reviewed to ensure they are meeting departmental goals and objectives in the program review. Planning through the District Technology Committee and program reviews ensure effective planning and tie into budgeting.

Findings and Evidence:

Santa Barbara City College's Information Technology Department provides services, professional support, facilities, hardware, and software appropriate and adequate to support the institution. They provide a variety of applications which support institutional management and operations. Students have access to wifi, virtual desktops, cloud printing, and can check out Chromebooks if they need technology. All campus sites are supported. The College also takes advantage of technology to stream live board meetings (III.C.1).

The College's technology planning is evident in college-wide planning documents and linked to the program review process that allows any department to request technology to support their educational purposes. Institutional objectives are captured in the District Technology Plan while the Informational Technology departmental objectives are in the department's program review allowing departmental and college-wide needs to be addressed. Requests for technology from program reviews are ranked by two technology related committees: Instructional Technology Committee and the District Technology Committee. Yearly funding is allocated for technology refreshes and maintenance before they fund new technology requests (III.C.2).

Safety and security of technology resources are addressed through an Information Security Plan. The Information Security Group advises the District Technology Committee in regards to security. Access to confidential information is managed and monitored to protect sensitive and/or confidential data stored. Accessibility efforts ensure all students can benefit from technology. The College has a Technology Accessibility Group and the Executive Directors of Information Technology serves as the College's Section 508 compliance officer to ensure compliance with state and federal accessibility laws (III.C.3).

The Information Technology Department and the Faculty Resource Center provide support for Santa Barbara City College. This includes small group trainings, individual training, workshops, and a help desk ticket system. Instructional materials related to technology are found on the College website published by these two departments. Additional training is available through additional resources such as LinkedIn Learning and the SBCC Career Skills Institute. Workshops are evaluated by attendees and the Professional Development & Advisory Committee evaluates all professional development annually (III.C.4).

Santa Barbara City College has policies and procedures that guide appropriate use of technology, such as AP 3720. Training further provides users knowledge on how to use technology appropriately. The Program Review Users Guides outlines how to request technology resources that support appropriate use of technology. The Instructional Technology Committee ranks the technology requests from program review along with several other committees to ensure appropriateness of resources being requested (III.C.5).

Conclusions:

The College meets this standard.

III.D. Financial Resources

General Observations:

Santa Barbara City College has appropriate board policies on budget development that ensure that the mission and goals of the College drive the budget development process. Financial information is disseminated widely. Participatory governance processes allow constituency input into the budget process. The College has a reserve policy that creates reserve balances significantly higher than required. These reserves serve the College well as it has been impacted by declining enrollment and increases in pension costs. The budget development process incorporates planning and assessment to ensure that departments receive support for student

programs and services. The College undergoes an annual audit to ensure compliance with rules and regulations. Internal controls are in place and are tested annually through the audit process.

Findings and Evidence:

Board Policy 6305 “Reserves” requires a minimum 5% general fund contingency. In addition, the policy requires funds equivalent to any deferrals of the College’s state apportionment or 15% of annual projected unrestricted general fund expenditures, whichever is greater. In June 2020, the College presented to the Board that projected annual cash flow for the 20/21 and 21/22 fiscal year and determined that there will be sufficient available cash to meet operational needs. The College has been working to establish a balanced budget by adopting process changes as found in a review of the document entitled Recommendations for Improving College Efficiency and Effectiveness (III.D.1).

Santa Barbara City College has a board required reserve policy that is above the minimum requirements for California community colleges. The College projects that it will have sufficient cash reserves even with expected cash deferrals due to a difficult statewide budget in the 2020-21 fiscal year. The College has seen declining enrollment over the last several years for in-state, out-of-state students, and international students. Increasing pressure on the budget from PERS and STRS contribution rates has also impacted the College. The available reserves have allowed the College to continue to maintain student learning programs and services despite having a balanced budget only four of the last five years. Board Policy 6200 provides direction for the budget development process. The Budget Development Timeline demonstrates that the College plans for the creation and dissemination of financial information (III.D.2).

Santa Barbara City College utilizes its mission and goals to form the basis for all College operations and has a budget development process that is guided by policy and procedure. Budget development values have been established that highlight the College mission and are now included in all budget presentations. Board policies relating to budget development require the College to support the mission and institutional planning priorities. A budget development timeline is created and approved by the board of trustees each year. Involvement through the Budget Resource Allocation Committee ensures constituency input into the budget development process. The final approved budget is posted to the fiscal website for review. All managers and department chairs have access to a detailed budget through the College’s fiscal reporting tool. The Budget Resource Allocation Committee reviews and discusses department budgets in detail throughout the year which incorporates constituency voices into the conversation (III.D.3).

Santa Barbara City College prepares budget projections that include the current year and four future years for the Tentative and Final Budgets that are presented to the board of trustees. These five year projections for the general fund take into account short-term and long-term financial priorities. A review of the five year fiscal projections shows that the College planning reflects a realistic assessment of financial resource availability (III.D.4).

Santa Barbara City College has an external audit conducted each year that evaluates whether the College has appropriate controls in place. A review of the annual external audit reports demonstrates that internal control testing is conducted each year. No findings of material weakness as it relates to internal controls have been found. The College utilizes its enterprise

resource system and other third-party software to establish control and approval processes. The enterprise resource system has controls built into it to allow for separation of duties. The College appropriately evaluates which users have access to different aspects of the system (III.D.5).

Santa Barbara City College has developed a budget process that 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. The Fiscal Services department provides monthly training relating to managing department budgets because several departments have been overspending in recent years. Budget adjustments are made throughout the year that include department review and are regularly reported to the board (III.D.6).

Santa Barbara City College contracts with an external audit firm to conduct an annual evaluation of the financial statements and that evaluates whether the College has appropriate controls in place. These audits are approved by the board of trustees on an annual basis. The audit identifies findings or compliance issues that the College must correct. The College has a finding in the most recent audit report dated June 30, 2020 that relates to not posting a CARES Act report by the due date. This finding was corrected in a timely manner (III.D.7 & III.D.8).

Santa Barbara City College has board required reserve amounts that are above the minimum requirements for California community colleges. The College projects that it will have sufficient cash reserves even with expected cash deferrals due to a difficult statewide budget in the 20-21 fiscal year. Board Policy 6305 requires a minimum 5% general fund contingency as required by California law. In addition, the policy requires funds equivalent to any deferrals of the College's state apportionment or 15% of annual projected unrestricted general fund expenditures, whichever is greater. In June 2020, the College board reviewed projected annual cash flow for the 20/21 and 21/22 fiscal years and determined that there will be sufficient available cash to meet operational needs. The College participates in a joint powers agreement (JPA) with the Alliance of Schools for Cooperative Insurance Programs (ASCIP) as well as a JPA with Schools Excess Liability Fund (SELF). These JPAs provide the College with appropriate risk management support strategies (III.D.9).

Santa Barbara City College practices effective oversight of its finances through the implementation of internal controls and separation of functions as called for in several board policies and procedures. Financial aid disbursements are managed by the Financial Aid Office, student accounting and grants are managed by the Fiscal Services Department, and contracts are managed by the Business Services Department and Purchasing. The foundation operates as a separate independent entity that reports to a different board. Board policies and procedures over fiscal areas including BP 6300 and BP 6340 demonstrate that the College has effective oversight of its finances. The federal financial aid program is audited annually to ensure compliance with federal rules and regulations (III.D.10).

The College prepares budget projections that include the current year and four future years for the Tentative and Final Budgets that are presented to the board of trustees. These five year projections for the general fund take into account short-term and long-term financial priorities. The College sets aside funds for construction and technology refreshes in these fiscal projections.

The College has developed plans for a new bond measure. The last successful bond measure was approved by voters in 2008. The College has identified needs for updated instructional facilities with the creation of a Facility Master Plan in 2019 (III.D.11).

Santa Barbara City College has entered into supplemental retirement program agreements over the last several years. The payment on these plans is included in the five-year budget planning that the College presents to the board. The College offers other post-employment retirement benefits with benefits paid to retirees through the age of 64. The College does not have an irrevocable trust established to set aside funds for future payments, but the College does include the pay-as-you-go costs into the annual budget. Per review of agreements with Keenan and Associates and PARS, the supplemental retirement programs for employees has created a short-term financial liability that the College properly addresses through its five-year projection of the budget. The College pays retirement benefits until Medicare age which has resulted in an obligation for OPEB of \$7,683,542 as of the date of the last actuarial study. The College appropriately accounts for leave balances as seen in the external audit reports (III.D.12).

Santa Barbara City College has two loans with the California Energy Commission that were established to improve energy efficiency. These loans have an outstanding balance of \$1.1 million as of June 30, 2019. It assesses and allocates resources for the repayment of debts during the annual budget process. The college has a voter-approved bond program from 2008 titled Measure V. Funds to repay Measure V general obligation bonds are generated from tax collections handled by the County Assessor's Office (III.D.13).

The College manages debt, auxiliary activities, and grant programs consistent with the original purpose and in line with the College mission. The annual external audit for both the College and the foundation evaluates the processes of expenditures to make sure they are consistent with the law and agreements that are in place. Compliance testing by the external auditors looks at federal and state requirements. Internal controls established by the College provide oversight of expenditures including the Associated Student Government. A review of the external annual audits for the foundation verifies compliance with accounting regulations. The College's "Trust & Auxiliary Funds Establishment & Management Guidelines" demonstrates that student funds are collected and expended based on appropriate guidelines (III.D.14).

The College has been able to reduce student loan default rates during the last three years of available data. The College provides mandated loan counseling to any students that wish to borrow money through either subsidized or unsubsidized loan programs. The College completes an external financial audit each year which includes an examination of federal programs. Board Policy 5130 on financial aid helps to ensure compliance with federal requirements (III.D.15).

Santa Barbara City College has effective policies and procedures over contractual agreements to ensure the mission and goals of the College are incorporated into the supplies, services, and equipment that it purchases. Purchasing processes follow California law. Recent revisions to a contract template ensures that purchases using that template protect the College. A review of board policies and administrative procedures on purchasing and contracts shows that purchases made by the College are consistent with the mission and goals. Approval of purchases is found on regular board meeting agendas (III.D.16).

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Santa Barbara City College demonstrates a commitment to participatory governance through collegial collaboration by different constituent groups. Board Policies adopted by the Board of Trustees and documentation identify participatory governance committees. Campus stakeholders have an opportunity to engage in decision-making processes as part of formal structures.

Since 2016 the College experienced challenges brought on by changes in leadership. In 2019 the College administered an Equity, Diversity, and Inclusion Survey to all staff in order to gather data on the climate of the campus. The result of the survey and the various forums conducted indicated that inclusion protocols needed improvement. A number of diversity, inclusion, and anti-racism training initiatives were implemented. An extensive Integrated Improvement Plan for Decision-Making Roles and Processes was started; it provided specific action steps the College expects to take in order to address the challenges. The college continues to work on implementing deep structural change.

Findings and Evidence:

Santa Barbara City College's participatory governance structures guide the College's core principles and decision making. The college's systemic participative and collaborative processes responded to the COVID-19 pandemic, to the development of the Guided Pathways initiative, and to anti-racism training. The college is now engaged in implementing five improvement plans. The team applauds the College for making concrete plans to address the challenges revealed in the Equity, Diversity, and Inclusion Survey (IV.A.1).

The college acknowledged that written policies and documents that define the processes for governance, such as BP 2510 and the Resource Guide to Governance and Decision-Making, are established. The Improvement Plan includes updating committee roles and structures that "improve efficiency and transparency, while infusing equity and inclusion in all aspects of governance and decision-making." The plan also calls for formalizing the role of classified staff in governance processes (IV.A.2 and IV.A.3).

The team reviewed procedures on program evaluation, course approval and distance education (AP 3255, AP 4022, and BP 4105) and verified that the College has effective processes in place to encourage faculty and administrator recommendations for curriculum and student learning and support programs (IV.A.4).

The team reviewed the key documents that define decision-making roles among college constituencies, including BP/AP 2510, the Resource Guide to Governance and Decision-Making,

and BP 2200. The team found that the College defines decision-making roles in its documents with regards to relevant perspectives, expertise and responsibility (IV.A.5).

The team reviewed various campus publications including agendas and minutes on a publicly available, web-based platform, sample emails, the daily student newspaper, the CSEA quarterly newsletter and the Equity in Action website to verify the College is meeting the expectations of this standard. The college's improvement plan calls for developing "an input-deliberation-feedback-decision loop for college-wide implementation" (IV.A.6).

The college provided evidence of several evaluations and surveys of campus climate and processes that have been administered over the past few years. The team reviewed Reflections on SBBC—change to the Campus Climate Survey (2016), Governance Committee Survey (2019), minutes from an Academic Senate retreat to discuss survey results and the Equity, Diversity and Inclusion Survey (2019). The college disseminated the results of the Equity, Diversity and Inclusion Survey to the College community (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Santa Barbara City College has experienced turnover in the CEO position. At the time of the ISER review, the CEO was Dr. Utpal Goswami, who had been in his role since January 2020. Dr. Kindred Murillo is currently serving as Interim Superintendent/President. The CEO chairs the College Planning Council (CPC), the primary participatory governance committee for recommendations on decisions impacting the College. CPC is the committee that provides recommendations to the CEO for institutional planning, resource allocation, and other matters of the College.

Findings and Evidence:

BP2430 Delegation of Authority to the Superintendent/President demonstrates that the Board of Trustees delegates powers to the Superintendent/President to carry out the policies of the board. Duties of the Superintendent/President consist of chairing the College Planning Council, the key planning committee of the College, and to participate in interviews and selection of candidates for managerial and educational administration positions (IV.B.1).

The evidence reviewed by the team includes various accomplishments that have occurred under the leadership of prior Superintendent/Presidents relevant to this standard and consistent with BP 3100 Organizational Structure. Additional evidence was reviewed about the accomplishments of the current CEO (IV.B.2).

The CEO establishes policies and procedures and ensures institutional standards are established to guide student learning and effectiveness through participatory governance. The CEO chairs the College Planning Council (CPC), the primary participatory governance committee for recommendations on decisions impacting the College. CPC is the committee that provides recommendations to the CEO for institutional planning, resource allocation, and other matters of

the College. The CEO initiated a comprehensive update to the District Resource guide to Governance and Decision making (IV.B.3).

Additional evidence was reviewed confirming the CEO's involvement in the accreditation planning process. For example, a report and a presentation were provided to the board in 2020 (IV.B.4).

The CEO implements laws, governing board policies in accordance with the mission and policies, including effective budgeting practices (IV.B.5).

The team reviewed evidence demonstrating that the CEO communicates with the communities served by the College by various means, including a yearly Report to the Community, a virtual town hall meeting in July 2020 and a Foundation hosted webinar, which was also held in July 2020 (IV.B.6).

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Santa Barbara City College has a seven-member board elected by the public and a student trustee. The Board of Trustees' roles and responsibilities are clearly stated and widely disseminated via institutional policies. Board policy 2200 and the College's governance structure show that the board is responsible for the educational quality, integrity, legal matters, and financial stability of the District and for ensuring that the mission is implemented. The Board recognizes and supports the role of the Superintendent/President who is responsible for the effective implementation and administration of Board policy and the leadership and operation of the District. The board conducts a yearly self-evaluation and sets annual goals.

Findings and Evidence:

The board's responsibilities are stated in BP 2200 Board Duties and Responsibilities, which are consistent with the standards that include overseeing quality educational programs and fiscal stability (IV.C.1).

Governed by BP 2715 Code of Ethics/Standards of Practice, the board respects "the opinions of others and abiding by majority rule." The team reviewed the results of a 2017-18 Self-Assessment Survey in which 88% of the board agreed or strongly agreed that "Once the Board makes a decision it acts as a whole." The same survey conducted a year later showed the results of the same question dropped to 50%. The following year, after a board retreat, that number had increased to 76%. This indicates an area for continued board development (IV.C.2).

The board follows specific policies and procedures in selecting and evaluating the Superintendent/President, including BP/AP Superintendent/President Selection and BP 2435 Evaluation of the Superintendent/President. In the 2019 screening and hiring of a new Superintendent/President, the board chose to include three members of the community to serve on the screening committee (IV.C.3).

The Board opted to redistrict to strive to reflect the public interest of their constituents from multiple geographic locations of the community. Board Policy 2100 reflects the process to elect members. The board is focused on fulfilling the mission of the College and recognizes that they experienced challenges with some political pressure during 2018 indicating a need for continued focus on advocating for and defending the institution while protecting it from undue influence or political pressure (IV.C.4).

Board Policy 2200 documents that the board has the ultimate responsibility for educational quality, legal matters, and the financial integrity and stability of the College. The board also supports periodic evaluation of all college programs through the Board Policy on program evaluation (BP 3255) to ensure quality in educational programs and support services (IV.C.5).

A review of the board policies addressing governing size, duties and responsibilities, structure and operating procedures (including BP 2010, BP 2210 Officers and BP 2220) confirms compliance with this standard (IV.C.6).

BP 2410 Board Policies and Administrative Procedures explains the difference between policies and procedures and details how each is developed and amended. The board seeks periodic updates and new policy recommendations from the Community College League of California, and in a recent resolution committed to reviewing all of its policies and procedures “with an anti-racist and equity lens by the end of Spring 2021” (IV.C.7).

The board receives regular reports dealing with student learning and achievement. These reports include studies by the College’s Office of Institutional Assessment, Research and Planning, as well as periodic reports from staff, as evidenced by items listed in the board’s master planning calendar (IV.C.8).

Board Policy 2100 addresses board elections, including staggered terms and continuity of membership. Board Policy 2740 addresses board education and training. Board members have attended training sessions made available by outside entities, including one board member attending the Institutional self-evaluation training sponsored by the ACCJC. Other trainings have been held for board members on anti-racism and community building. New member training was completed in December 2020 (IV.C.9).

Board Policy 2745 defines the terms by which the board assesses its own performance on annual evaluation. The team reviewed examples of the board’s self-evaluation, and found the survey questions appropriate to the duties of board members (IV.C.10).

The College has Board Policies that govern the ethical behavior of board members, including BP 2715 and BP 2710. BP 2715 addresses methods of handling violations, leading up to a possible censure resolution (IV.C.11).

Delegation of power to the CEO is spelled out in Board Policy 2430. In March 2020, the board issued a resolution granting special authority to the Superintendent/President in handling the coronavirus problem as it potentially affected the welfare of students, faculty and staff of the College (IV.C.12).

The Board receives updates on the accreditation process. Evidence reviewed included a presentation at the September 10, 2020 board meeting that dealt specifically with standards IV.B and IV.C. The Board also received a broad presentation about accreditation on September 24, 2020 (IV.C.13).

Conclusions:

The College meets the Standard.

Quality Focus Essay

The Quality Focus Essay (QFE) outlines three action projects that the College has determined will support continuous improvement in the area of student learning, achievement, and success. College faculty, staff, and administrators identified these projects through dialogue and by reflecting on data and evidence as the ISER was prepared. These plans are designed around the College's Guided Pathways efforts. This is an effective way to frame college improvements and efforts toward student achievement and success over the coming years. The approach to these projects reflects the College's commitment to student equity and continuous institutional improvement.

Action Project 1:

Transformed Onboarding. Using a data-driven, student-centered inquiry examining the onboarding process at SBCC, the College plans to improve this process and connect it more directly with equity work. Action Project 1 includes the following objectives, with work spread over two years:

- Examining the onboarding process by redefining and expanding what onboarding means to students, streamlining the onboarding process, and connecting equity to onboarding work.
- Build collaborative campus-wide efforts across services and programs to increase outreach to disproportionately impacted populations to increase access to and successful enrollment.
- Increase culturally responsive practices in support of and outreach to students, from financial aid assistance to utilizing customer service software, to direct outreach to local middle schools and high schools.
- Improve enrollment services by adding clarity to instructions, access to in-person service appointments, culturally responsive peer mentoring and increased bilingual communications.
- Use new program maps to effectively advise students into pathways.

The Action Project outlines specific outcomes and tasks designed to reach these objectives over the next two years.

Action Project 2:

Completion of Program Mapping and Career and Academic Pathways. Maps for degrees and certificates are being created by program faculty to provide students clear information to help

them navigate and complete their goals. Action Project 2 includes the following objectives, with work spread over three years:

- Creating degree and certificate maps through collaborative efforts between program faculty and advisors, that include relevant general education and program coursework presented to students in a logical and accessible sequence through a degree, certificate or transfer pathway.
- Placing the program maps on the website upon completion of 70 reviewed maps. Website placement will offer students clear visualization through the course sequence to degree, certificate, and transfer completion.
- Creating effective utilization of the program maps. This will include assessing how students are using the program maps in an effective and meaningful way, or if students, particularly those from disproportionately impacted populations, are encountering barriers or challenges when using these maps. Identifying what works and what doesn't work will assist the College in creating targeted approaches and outreach strategies to improve mapping and student support efforts.

The Action Project outlines specific outcomes and tasks designed to reach these objectives over the next three years.

Action Project 3:

Implementation of an Integrated Degree Planner Program and Practices. Using the Starfish Degree Planner software will assist the College in documenting student progress through their educational plan, and facilitating communication between faculty, staff, and students about course and plan progress. Action Project 3 includes the following objectives, with work spread over three years:

- Piloting Degree Planner and converting all data into the system, including updated program maps.
- Capitalizing on the increased Early Alert capabilities in Degree Planner to identify and intervene when a student is “flagged” for veering off course.
- Informing scheduling practices with data from student educational plans and degree progression add efficiency to time to completion.
- Developing metrics, including disaggregated demographic data, to assess the rate at which students stay on the path.

The Action Project outlines specific outcomes and tasks designed to reach these objectives over the next three years.

The QFE highlights activities and plans for college-wide improvement in two related areas of institutional practice: the assurance of equitable access to all students by providing appropriate, comprehensive, and reliable services to students, and institutional support for the creation of innovation leading to institutional excellence. (ER 15, IIC.3; IVA.1) Both these improvement areas reflect the College's commitment and planning as related to student learning and student achievement. The goal for each of the action projects is to improve student success. The projects are related to the College's self-evaluation processes. The focus of the work is practical, given the College's focus on students, addressing issues of equity gaps and missed opportunities, and

using data to inform and improve academic and student support and services. These, structured around the Guided Pathways pillars, demonstrate an intentionality to address student success and achievement using clear objectives and measures. The projects also reflect and support the College's efforts to improve campus-wide engagement, its climate of inclusivity, and collaboration in decision-making structures and processes, all geared to the common goal of the College's mission. Further, the projects highlighted in the QFE will contribute to overall campus planning, the focus of committee work, campus communication and transparency through the student experience, and provide unifying objectives across the campus culture.

Each of the Action Projects has clearly stated anticipated outcomes for each year of the project. It may be useful to include specific and measurable terms related to these outcomes, such as target numbers for successful onboarding and enrollments (Action Plan 1). This may make it easier in evaluating progress toward the outcome, and then relating this to the overall goals of student enrollment, retention, equity and achievement.

The Action Projects include identified responsible parties and have been identified for each area. Broad annual timelines are stated. The QFE includes resources that will be used in these projects, including software, webpages, and training opportunities. Identifying the amount of time required for the work in each project may assist the College in evaluating whether the project timelines are realistic and achievable.

If the Action Projects are implemented as designed, the College should see demonstrated improvement related to student success, achievement, and the College's overall equity efforts.

Appendix A: Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of interest for further clarification.

Core Inquiry 1: The team seeks to confirm course and program outcomes are regularly assessed.
Standards or Policies: I.B.2, ER11, II.A.3, IIA.16
Description: <ul style="list-style-type: none"> a. While the team can confirm the presence of course and program learning outcomes, the process of a three-year course assessment cycle, and that some courses have created course improvement plans, the team is not clear that all courses, programs and their learning outcomes have been assessed. The team also was not clear on a schedule of this assessment, including non-credit courses and courses offered at various sites.
Questions: <ul style="list-style-type: none"> b. Are all learning outcomes for all courses and programs regularly assessed? c. Have student learning outcomes from non-credit courses offered at the Schott and Wake campuses been assessed, and when does this occur (where do these fall in the schedule of review?)
Request for Additional Information/Evidence: <ul style="list-style-type: none"> a. Course level outcome assessment, delineated from three-year assessment cycle. b. Schedule of course and program learning outcome assessments. c. Clarify assessment cycle: four-semester (as indicated in IIA.2) or three years (as indicated in IIA.9).
Request for Observations/Interviews: <ul style="list-style-type: none"> A. Members of Academic Senate SLO workgroup B. CAC (Curriculum Advisory Committee) C. SLO Coordinator D. Person(s) responsible ensuring outcomes are assessed (faculty, administrators, etc.) -- this was not clear in the ISER.

Core Inquiry 2: The team wishes to verify assessment of academic and student support services regardless of location, including assessment of outcomes, and how assessment results are used for continuous improvement.
Standards or Policies: II.B.1, II.C.1, II.C.2, III.B.1
Description: <ul style="list-style-type: none"> a. The team reviewed screenshots of services, minutes from committee meetings and program review documents. b. The team reviewed program reviews and SENSE survey results c. College self-identified the need of an ADA report as part of an improvement plan.

Questions:

- a. How are services provided and accessible to students, including online?
- b. Is the college able to self-identify accessibility issues?
- c. How are services assessed?
- d. How are outcomes used to improve service delivery?

Request for Additional Information/Evidence:

- a. Process to connect students to the learning and support services they may need.
- b. Demonstrate how buildings in operation are appropriate in the instructional setting, including accessibility and safety features.
- c. Virtual site tour (video) - narrated to show how students obtain services and to verify accessible facilities (assuming in person visit is prohibited)
- d. Evidence of surveys used to assess student support services regardless of location or on-line vs. in-person, and plans implemented as a result.

Request for Observations/Interviews:

- a. Library director
- b. Learning Resources/Support Services Director
- c. CSSO
- d. VP of Extended Learning

Core Inquiry 3: Need confirmation of evaluating personnel systematically and at stated intervals.

Standards or Policies: III.A.5

Description:

- a. From ISER: “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.”
- b. Redacted list of sample evaluations shows some personnel have not been evaluated at due dates listed.
- c. ISER indicated inconsistency with management evaluation procedures and SBCC included an improvement plan.

Questions:

- a. What are the “inconsistencies” in the administrative evaluations as identified in the ISER?
- b. What efforts are being taken to address these “inconsistencies”?
- c. What is the evaluation cycle by employee group? (annually, tri-annually?)
- d. What percentage of employees have been evaluated per district policy and procedure?
- e. If evaluations are not done on time, how is this addressed?

Request for Additional Information/Evidence:

- a. Confirm policy
- b. Evidence policy is being followed

Request for Observations/Interviews:

- a. VP of Human Resources

Core Inquiry 4: The team desires clarification that long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment.

Standards or Policies: III.B.4

Description:

- a. Per review of the Facility Master Plan, the college has created a long range plan to evaluate its facilities to support institutional goals. Reviewed the Five-Year Capital Outlay Plan and noted it is updated annually and submitted to the California Community College Chancellor's Office.
- b. The college has identified an improvement plan as it relates to the Total Cost of Ownership.

Questions:

- a. Has the college started work on a Total Cost of Ownership plan?

Request for Additional Information/Evidence:

- a. TCO Plan or a status updated of progress of that plan

Request for Observations/Interviews:

- a. VP of Administration
- b. Facilities Director