Midterm Accreditation Report

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

**Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
October 11, 2005**

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STATEMENT OF REPORT PREPARATION

The midterm accreditation report is the result of the collaborative work of Mr. John Romo, Superintendent/President, Dr. Jack Friedlander, Executive Vice President Educational Programs, Dr. Andreea Serban, Associate Vice President/Director of Institutional Assessment, Research and Planning (Accreditation Liaison Officer), Ms. Sue Ehrlich, Vice President for Human Resources and Legal Affairs, and Ms. Lynda Fairly, Vice President for Continuing Education. The report was distributed for review and comments to the members of the College Planning Council, and to Ms. Kathy Molloy, President of Academic Senate, Ms. Elizabeth Auchincloss, President of CSEA, and Mr. Joey Williams, President of Associated Students. The Board of Trustees of Santa Barbara City College was presented with the final report for approval at its meeting on September 22, 2005.

The preparation of the report involved a thorough review of the recommendations received from the Evaluation Team and the Action Letter from the Accrediting Commission. The report reflects the actions and initiatives that Santa Barbara City College has taken in response to the Team's recommendations and the progress the institution has made towards becoming a model community college.

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Mr. John Romo
Superintendent/President

October 11, 2005

STANDARD TEN: GOVERNANCE AND ADMINISTRATION
B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Evaluation Team's Recommendation:

1. In order to increase effectiveness, the team recommends that the College extend its efforts to more effectively involve classified employees within the collaborative decision-making process through means such as offering training for participants, building internal communication systems for classified representatives, and providing institutional support of classified involvements. (Standard 10.B.9).

Since October 2002, Santa Barbara City College has taken a number of steps in addressing this recommendation. A classification study of all classified staff and management positions was undertaken, completed and implemented. In preparation for the study, a very effective Advisory Council and process were negotiated with CSEA to keep staff informed about the classification process. The study was completed and successful negotiations between CSEA and the college resulted in immediate implementation of the revised structure, job classifications and job families with a three year phase-in of salary recommendations. A collaborative process between Human Resources and Legal Affairs (HRLA) and CSEA was developed for on-going maintenance of the new classification system.

The present administration has made a significant effort to give CSEA the same consultative status as other groups. The college President initiated regular personal meetings/briefings with the President of CSEA. The Director of Human Resources has increased collaborative consultation with CSEA as issues arise. Through recent negotiations, CSEA has one additional member on the College Planning Council, the major consultation body. Also through recent negotiations, CSEA has achieved equitable representation on the college Safety Committee. The college and CSEA increased by one the number of CSEA delegates to the annual CSEA conference/training.

The college has promoted and encouraged classified employee participation in Professional Studies course at the college. Participation by classified employees in the Professional Growth Program has increased. The college has extended classified in-service to a full day and included ergonomics and first aid training. The college is considering a second day of in-service in the spring. Classified employees actively participated in the college wide study and decision regarding the selection of SCT Banner/Luminis as the college enterprise resource planning system.

Through mutual agreement, the formal negotiations between the college and CSEA have shifted to a modified "interest based approach" and the meaningful, effective communication has increased. The college doubled the monetary award for classified employees honored by their colleagues as "Outstanding Employees of the Year." The college instituted the Senior Employee Breakfast with the President for classified employees with service of 25 years plus.

While the college has made progress in increasing the involvement of classified staff, the administration and CSEA continue to work together to find better means for building internal communication systems for classified representatives, and for providing additional institutional support of classified participation in shared governance.

STANDARD TEN: GOVERNANCE AND ADMINISTRATION
A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Evaluation Team's Recommendation:

2. In order to meet the required standards, the team recommends that the Board of Trustees adopt a formal process of self-evaluation to assess the Board's performance, leadership and interaction with the College governance process. (Standard 10.A.5).

At its study session in November 2002, the Board of Trustees and President Romo initiated the process for developing a Board self evaluation policy and procedure. A working subcommittee of the board was appointed to work with the President on the development of a board evaluation process. Materials developed by the Community College League of California (CCLC) were used as a starting point in this process. On March 1, 2003, the Board of Trustees conducted a retreat and invited Mr. David Viar, then Executive Director of CCLC, to discuss with the Board the following topics:

- Characteristics of effective boards
- The Board/President relationship
- Board evaluation approaches
- President evaluation approaches

The outcome of the retreat was the agreement to develop a survey instrument that the board would use for its evaluation and to develop an evaluation timeline for Spring/Summer 2003. The survey instrument was developed and self administered. The results were analyzed in the President's Office and shared with the Board of Trustees in January 2004. The Board of Trustees discussed the results at study sessions in 2004. The Board of Trustees is planning to use the evaluation process developed in 2003 on a regular basis.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT
6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

STANDARD NINE: FINANCIAL RESOURCES
B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Evaluation Team's Recommendation:

3. While the team recognizes that the College is currently conducting assessments of past and future Oracle implementations, the team also recognizes the institutional importance of bringing closure to this process. Since there have been significant postponements in the Oracle Student System implementation due to Oracle's delays in delivering the product, and since there are some institutional concerns about the work products delivered by the implemented Oracle Financial Management System, in order to increase effectiveness the team recommends that the College find a means to make the desired implementation a reality within reasonable time frames or find alternative solutions. (Standards 5.6, 9.B.1).

In May 1997, Santa Barbara City College decided to convert its legacy systems to Oracle applications and to an integrated database and information system. The Oracle Financial system was implemented first. This implementation started in January 1998 and was completed for production on July 1, 1998. Since then, the college has been using the Oracle Financial system. The Oracle Human Resources system was implemented second. This implementation was completed in November 2001.

Santa Barbara City College was one of four colleges and universities nationwide who worked with the Oracle Corporation to develop a Student Information System that would be integrated with the Financial and Human Resource systems. The definitional phase of the development of the Student Information System was completed in February 2002. In March 2004, the college started using the Oracle Financial Aid module, part of the Oracle Student System, for its daily business processes. This module is being used to date.

The college continued through September 2004 the work on the development and implementation of the Oracle Student System. It became increasingly evident that this development process was taking longer than originally anticipated and that the college would be better served by implementing a system that is already being used by other colleges and universities and particularly by other California Community Colleges. In September 2004, the college retained the Strata Information Group (SIG) to conduct a study of the feasibility of continuing with the development and implementation of the Oracle Student System. SIG presented its report to the President in October 2004. Based on the information in the report and discussions with the college's senior administration, the college President made the decision to cease the develop and implementation activities for the Oracle Student System and engage in a procurement process for a new student system with an established market base in California.

The college engaged in a procurement process for a new system in December 2004 by issuing an RFP with a response requested by January 21, 2005. Two vendors were selected as finalists and invited on campus for extensive demonstrations of the functionality of their systems. The college devoted extensive time and effort to develop business scenarios which were provided to the two vendors in advance of the on-campus demonstrations. These demonstrations were conducted in February and March 2005. More than a hundred faculty and staff were involved in these demonstrations. All functional areas of the college as well as technical staff participated actively in the selection process. Follow up on-campus sessions on specific areas were conducted by both vendors in April and May 2005. After extensive analysis, the college decided to implement not only a new student system but also the entire integrated system, including the Finance, Human Resources and Financial Aid modules. The college selected SunGard SCT Banner as its new integrated system and the work on the implementation has begun in September 2005 with a planning phase. The expected implementation timeline of the SCT Banner major modules is as follows:

SCT Finance	December 2006
SCT Human Resources	January 2007
SCT Admissions	January 2007
SCT Financial Aid	March 2007
SCT Registrations and Records	April 2007

STANDARD SEVEN: FACULTY AND STAFF
B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Evaluation Team's Recommendation:

4. In order to increase effectiveness, the team recommends that classified employees and their supervisors receive training in the policies, procedures, and criteria for classified staff evaluation so that classified evaluations are conducted in a more systematic and timely manner. (Standard 7.B.1).

College policies and bargaining agreements are posted on the college Web site for greater accessibility. The system for tracking evaluations and the personal oversight by the college President improved the timeliness of classified evaluations. Human Resources maintains current lists of all evaluation due dates. Immediate supervisors are notified electronically in advance of the evaluation due date and are provided with the proper evaluation form. A second follow-up is sent before the due date if a timely evaluation has not been received.

A list of overdue evaluations sorted by area vice president and immediate supervisor is sent to area vice presidents monthly as a warning that the president will shortly receive the overdue list. Follow-up for still overdue evaluations involves a report to the college President who personally contacts the manager or supervisor responsible for the evaluation. Evaluation of managers and supervisors now includes an assessment of their timeliness in completing subordinate evaluations.

Third party training and reference materials developed by education law attorneys related to employee evaluation issues were provided to all campus managers and supervisors. Nine hours of training were developed including general employment law, fitness for duty, and hiring and supervision issues. In-house professional development training is also provided. This training addresses topics related to motivation of employees and effective management and supervision.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS
A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

STANDARD FOUR: EDUCATIONAL PROGRAMS
D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.
D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Evaluation Team's Recommendation:

5. In order to increase effectiveness, the team recommends that the Continuing Education Division implement program review on a regular, timely basis for all programs. (Standards 3.A.4, 4.D.1, 4.D.6).

The Continuing Education Division created a schedule for all of the programs to be reviewed before the next accreditation visit in October 2008. Most of the reviews have been completed on schedule. There will be six more completed in 2005-2006 and the remaining two in 2006-2007. After each review is completed, a copy is submitted to the Board of Trustees who are also given a presentation of the findings.

SUMMARY DISCUSSION OF SELF-IDENTIFIED ISSUES

In October 2002, Santa Barbara City College presented to the Accrediting Commission its institutional self-study for reaffirmation of accreditation that included an experimental focus on achieving a model community college framework. This section provides updates on some of the activities and actions taken along the components identified as part of the model community college framework.

Student Learning Outcomes (SLOs)

To date, 80 faculty and staff have been trained in using SLOs in their courses and in student support programs. The plan is to continue to provide training so that by the end of 2007-08, SLOs will be in place in all courses and student support programs. Each of the faculty and staff that have participated in SLO training workshops have reported that the use of SLOs will promote student attainment of desired educational objectives. The participants who have completed the SLO training workshops are sharing what they have learned with members of their departments. Institutional SLOs are expected to be developed by December 2006.

Student Success Initiative

Over the years, the college has engaged in various activities, initiatives and programs meant to promote student educational success. In 2004-05, recognizing the importance of integrating these various efforts and findings from many research studies conducted at the college and elsewhere, the college President has asked the Academic Senate to take leadership in coordinating a college wide, integrated student success initiative that will permeate all college programs and efforts, including SLOs. The president of the Academic Senate is leading a newly formed committee of faculty, staff and administrators charged with developing a college wide student success plan and specific strategies to be presented to the Board of Trustees in Spring 2006.

College Planning and Evaluation

In 2004, the college President, in consultation with the Executive Committee and the College Planning Council, initiated the Consultative Planning Process (CPP), a holistic planning process to look at all programs and operations at the college and at how each contributes to serving the college's mission and the needs of students, faculty and staff. The college's more than 150 units and departments were divided in four categories: instructional, student support, instructional support, and administrative. Templates were developed for each unit and summary quantitative information was provides to each unit as a basis for analysis and for responding to the questions included in the templates. Each unit engaged in a comprehensive analysis of its purpose, services, efficiency and effectiveness, and planning goals and objectives for 2005-08. The information received from each unit and department was analyzed, organized and aggregated in a series of action items categorized in three tiers: tier 1 items were those on which the college can take action right away; tier 2 items were those with potential but which required additional analysis; tier 3 items were those with lower potential to affect improvements. This year, the college will work on the analysis of selected tier 2 items that have the greatest potential to affect change and achieve improvements in college business processes and operations.

The college completed its three-year planning cycle for 2002-05 and has begun development of the new college plan for 2005-08. The second annual evaluation of the 2002-05 college plan was completed in August 2004 and the final evaluation will be completed this fall. Information from CPP, environmental scan sessions conducted in Spring 2005, and special college planning sessions conducted by CPC in June 2005 were used to develop a draft of the 2005-08 college

plan. In Fall 2005, the draft will be discussed by the various consultation bodies of the college and the final plan submitted for Board approval in December 2005.

During Summer 2005, the college engaged in the development of a comprehensive college wide technology plan. While the college has had many technology initiatives under way over the years, the last college wide strategic technology plan was developed ten years ago. The college group called to develop the draft of the technology plan completed its work in August 2005 and the various consultation bodies will discuss the draft during Fall 2005. The plan will be presented to the Board of Trustees in early Spring 2006.

Implementation of SunGard SCT Banner Enterprise Resource Planning System

As mentioned earlier, one of the major activities for the college for the next two to three years is the implementation of all major modules of SCT Banner while continuing to conduct daily business operations and maintaining legacy systems. The college has committed significant financial and human resources for this implementation and it is expected that by the time of the next evaluation visit in October 2008, the college would have been able to provide to students, faculty and staff the full extent of Web based services, including online registration and payment of fees.

Facilities, Parking and Transportation

Over the next three years, the college will engage in a series of major construction projects, including the construction of a new state of the art building for the School of Media Arts, which will begin in January 2007. Due to the rising construction costs and the diminishing state support in the area of capital outlay, the college will conduct an analysis of the feasibility of engaging in a capital or bond campaign for 2008.

Parking and transportation have been two of the major challenges for the campus for many years. The college President is taking leadership in identifying solutions for these challenges. Various college consultation bodies have been actively engaged for the past year in analyzing options available to address parking and transportation issues.