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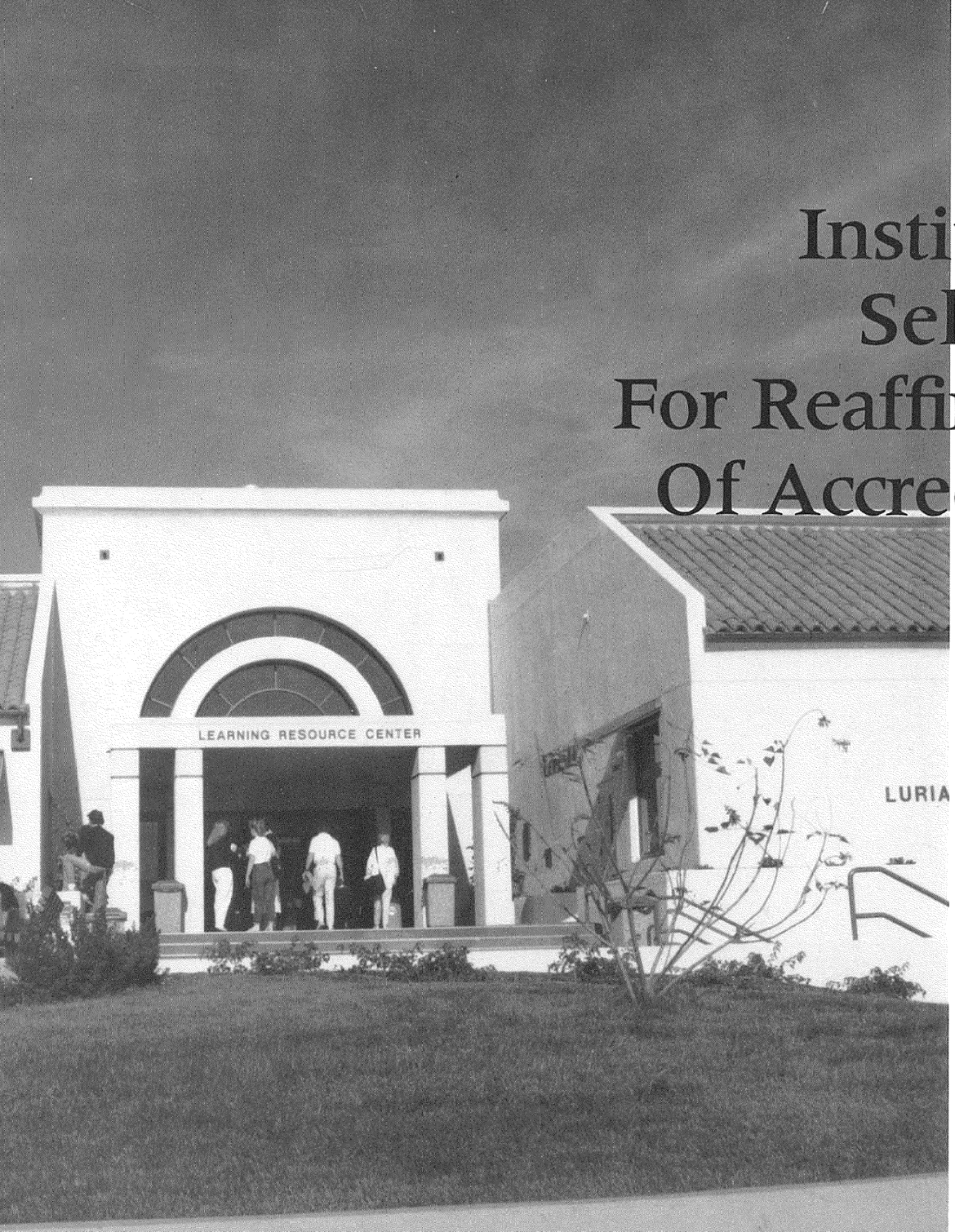
Institutional Self-Study For Reaffirmation Of Accreditation



Santa Barbara City College
Santa Barbara Community College District
Santa Barbara, California □ October 1990

Report of

Institutional Self-Study

For Reaffirmation of Accreditation

Prepared and submitted by:

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

October 1990

The Board of Trustees
Santa Barbara Community College District

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

Certification of the

Institutional Self Study

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

From: Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

This Institutional Self-Study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community in preparing the report, and we believe that it accurately reflects the nature and substance of this institution.

Signed:

Dr. Peter R. MacDougall
Superintendent/President

Mrs. Joyce Powell, President
Board of Trustees

Ms. Karolyn Hanna, President
Academic Senate

Mr. Nathaniel Palmer, President
Associated Student Body

Mrs. Betty Bartels, Chairperson
Classified Professional Growth Council

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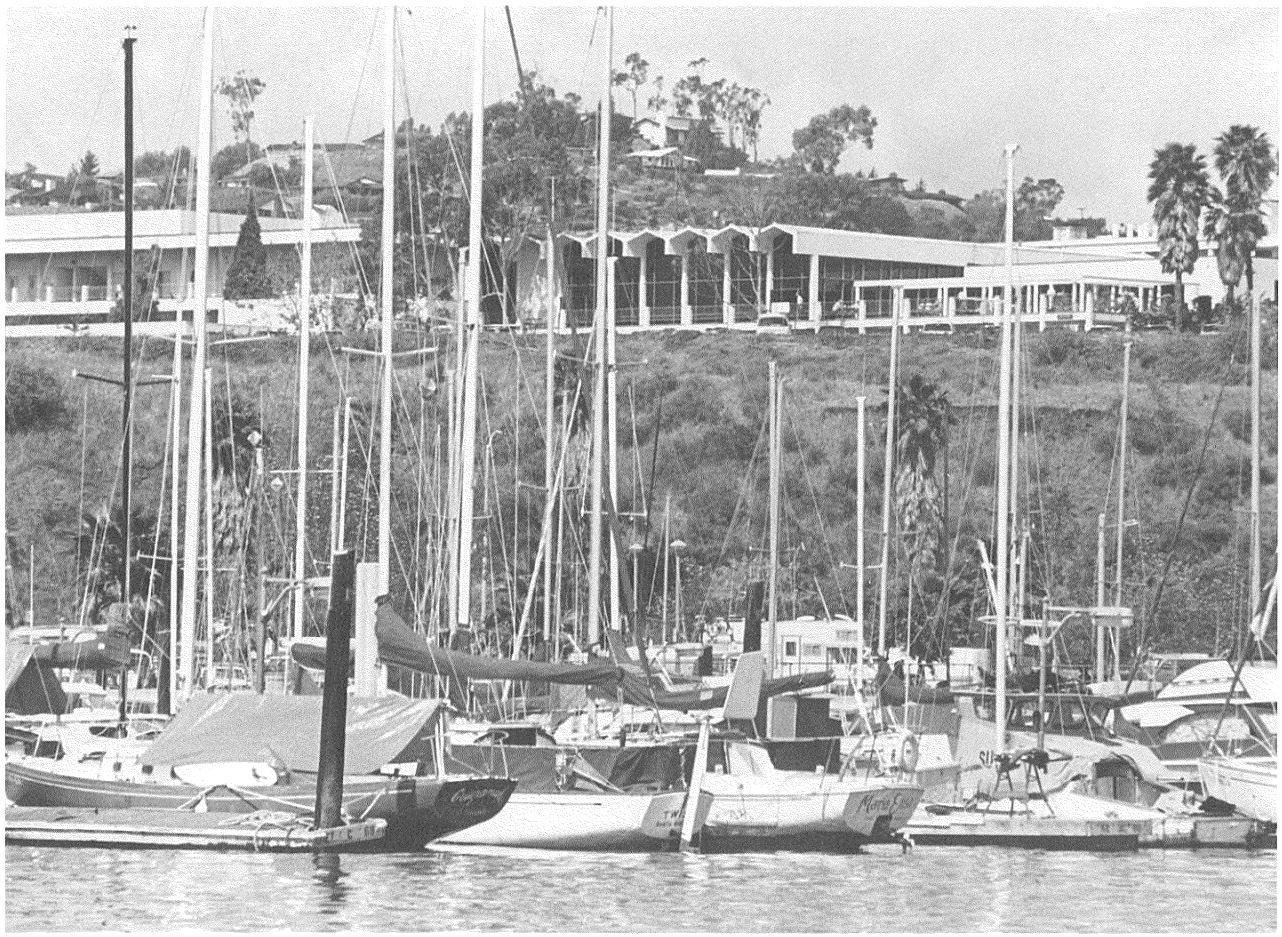


Steering Committee

Dr. Peter R. MacDougall, Superintendent/President; *Chair*
Joyce Powell, President, Board of Trustees
John Romo, Vice President, Academic Affairs
Dr. Jack Friedlander, Dean, Academic Affairs
John Diaz, Special Program Adviser, EOPS
Lynda Fairly, Vice President, Student Affairs
Karolyn Hanna, President, Academic Senate
Arthur Albanese, Instructor, English; Director, Computer Writing Lab; *Chair for Standard 6*
Edmund (Tony) Gilleran, Professor, English; *Chair for Standard 9*
Nathaniel Palmer, President, Student Senate
Dr. Charles Hanson, Vice President, Business Services; *Chair for Standards 7 and 8*
Dr. Martin Bobgan, Vice President, Continuing Education; *Chair for Standard 5*
Patricia Moorhouse, Assoc. Professor, Physical Education
Dr. Elaine Cohen, Dean, Academic Affairs; *Chair for Standard 3*
Betty Bartels, Certificated Personnel Technician
Burton P. Miller, Admin. Assistant to Superintendent/President; *Accreditation Liaison*

SELF-STUDY ORGANIZATION

Santa Barbara City College is pleased to submit this Institutional Self-Study as part of its application for re-affirmation of accreditation. Formal planning for this study began during the Spring Semester, 1989. The composition of each of the nine standards committee was defined and committees for each of the nine standards were convened. Each committee had an early kickoff meeting during Spring to review the standards and to outline its work.

Work began in earnest in Fall, 1989. Each committee elected a chairperson to serve on the Steering Committee, and discussions began on the content of the study. The Steering Committee was convened and chaired by the Superintendent/President. Membership of the Steering Committee, in addition to the chairpersons of the nine standards committees, consisted of: One Board member, the Presidents of the Academic Senate and the Associated Student Body, one representative from the Classified Professional Growth Board, and one representative of the College Planning Council.

A workshop, conducted by Dr. John Petersen at Cypress College, was attended by seven members of the Steering Committee and the Administrative Assistant to the Superintendent/President who is Accreditation Liaison Officer and coordinator for this study.

In order to contain the size of this document, much of the data which substantiate and expand upon the narrative are included by reference, and these references will be available in the visiting team room.

In retrospect, we believe that this study meets all of the objectives of the accreditation process. The active involvement of the Superintendent/President has been instrumental in getting a very broad-based involvement, including more student involvement than has been the case in the past. None of the committees was dominated by any one person. All had good attendance at meetings and lively discussions took place at each of the standard committees and at the Steering Committee, which reviewed all of the text. Committee chairs were drawn from faculty, administrative, and classified staff.

The timetable for the study is presented on the next page. At this writing the college was slightly ahead of this schedule.

Organization charts and a campus map have been placed at the very back of this publication for easy reference.

ACCREDITATION SELF-STUDY TIME LINE

	TASK	Dates
1.	Initial committee meetings	5/8 to 5/12/89
2.	Development of work plans	5/13 to 5/31/89
3.	Fall kickoff, Steering Committee	9/25 to 9/29/89
4.	First draft ready	10/2/89 to 2/11/90
5.	Committee, first reviews	2/12 to 2/25/90
6.	Second draft ready	2/26 to 3/11/90
7.	Committee, second reviews	3/12 to 3/16/90
8.	Third draft ready	3/19 to 3/23/90
9.	Final committee reviews	3/26 to 3/30/90
10.	Final steering committee review	3/26 to 3/30/90
11.	Final editing	4/1 to 5/1/90
12.	Preparation for publication	5/1 to 5/21/90
13.	Printing and binding	5/22 to 6/15/90
14.	Mail report to ACCJC	7/15/90
15.	Gather/organize references - Set up team room Reserve accommodations for visiting team	9/1 to 10/26/90
16.	Team visit	10/30 to 11/1/90

RESPONSES TO RECOMMENDATIONS OF PREVIOUS ACCREDITATION VISITING TEAM

GENERAL

1. Although the team is convinced that the self-study process was open to all who desired to be involved, all campus segments should make a full participation in future accreditation processes a high priority.

Self-study has been made an institutional priority. All segments of the campus community participated in the preparation of this self-study. The participation was particularly gratifying because of the active involvement of classified staff and students.

STANDARD 1, GOALS AND OBJECTIVES

2. A viable evaluation component should be included in the college planning process.

An evaluation component has been included as an integral part of the College's planning process. The Superintendent/President, in conjunction with the College Planning Council, conducted a thorough evaluation of the College's approach to planning during the Fall and Spring semesters, 1988-89. As a result of this evaluation, significant changes to the College's planning process were implemented. The new process is described under Standard One. It will be reevaluated in June 1990.

3. In order to assist in institutional research and planning, it is recommended that a comprehensive data base and appropriate programming be developed.

In addition to the institutional database maintained on the central HP3000 computer, the College has begun downloading data from this computer to various microcomputers for use in institutional research. The Planning and Research Office maintains records on teacher loads, WSCH production, staff data, costs of instruction, and student characteristics.

A microcomputer has been installed and dedicated to research on Matriculation. This computer is used to maintain a very large database on matriculated students, and is used to conduct longitudinal studies to evaluate various matriculation activities.

STANDARD 2, EDUCATIONAL PROGRAMS

4. Adequate coordination should be explored between the credit and non-credit programs and the credit ESL and other credit programs to increase the crossover of students from one program to the other, especially ethnic minorities. Appropriate support services should be available for all student populations.

From Fall 1988 to Fall 1989, a series of meetings was held between the Deans of Continuing Education and the Deans and Department Chairs of Academic Divisions. These meetings were to explore ways of coordinating programs, avoiding duplication, referring students from one program to the other, and encouraging non-credit students to continue in credit programs. The following programs were specifically addressed: Basic Skills, English as a Second Language, Disabled Student Programs and Services, and Business and Business Office Education.

In Basic Skills, classes are provided in both credit and non-credit modes. When counseled for these programs, students are made aware of both options. Also, counselors from the credit program meet with non-credit high school diploma students three times per year to inform them of their options for entering credit programs upon completion of their high school work.

To facilitate coordination between credit and non-credit ESL, and to better meet the needs of students in these programs, the goals and purposes of both were clearly defined and put into writing during 1988-89. As a result, students applying for credit ESL are referred to non-credit classes when credit sections are full, when registration has ended, or when the non-credit classes would better meet the needs of the student. In Fall 1989, approximately 300 students were referred. Students in the noncredit ESL program are provided information regarding credit offerings at least once each term. Students indicating an interest are referred to a credit counselor or to the credit ESL program for further counseling.

There has also been coordination of inservice training programs which include both credit and non-credit faculty and articulation with local high schools and junior high schools.

Because of the above coordination, Disabled Student Services are now provided for non-credit students. These services include counselors, translators, readers, writers, and assessment services. Curriculum is under development to provide full use of the High Tech Center for disabled students.

In Business and Business Office Education, non-credit focuses on introductory level skills and credit provides intermediate and advanced training. Non-credit course titles and course lengths were changed to reflect this emphasis. A special modular credit class - "Introduction to Supervision" - was scheduled at the Wake Center in Spring 1990, and a credit Word Processing class was moved to to the Wake Center to provide classes in a familiar environment for former non-credit students.

Non-credit students may also apply for and obtain credit for noncredit courses in Business Office Education and Computer Information Systems applicable to a Certificate program by taking appropriate tests.

On-site counseling, registration, assessment, and other support services have been brought to the Wake Center to encourage participation in credit classes.

STANDARD 3, INSTITUTIONAL STAFF

No recommendations.

STANDARD 4, STUDENT SERVICES

5. Efforts to implement a full matriculation program should be continued.

SBCC continues to be a model program in Matriculation. Due to the large number of requests for visitation, the college conducted a state-wide conference in order to disseminate information and discuss the implementation models which we had created. The college-wide Matriculation Committee is active, well-informed and motivated in improving the program. The structure is being re-evaluated and refined for implementation in Fall 1990.

6. Since there has recently been a major restructuring in the Student Services area, a thorough evaluation should take place at the proper time to determine the effectiveness of the changes which have been made.

The administrative deans have reviewed with the Vice President for Student Affairs their new job responsibilities. Adjustments have been made to the position of Dean, Student Development based on this review. Each dean feels that his or her responsibilities have continued to be expanded and the college's expectations are unrealistic.

7. The college's "Due Process Procedure", which guides the evaluation of student grievances, should be more broadly disseminated to students and staff via such vehicles as the Student Handbook.

The availability of copies of the due process procedures is noted in the *College Catalog*, the *Student Handbook*, and the *Schedule of Classes*. A complete copy is distributed to all Student Affairs and Academic Affairs staff, management staff, Student Senate, and the Board of Trustees. copies are readily available to students along with the appropriate guidance in using the process from the Dean, Student Services, the Coordinator of Student Activities, and the Vice President for Student Affairs.

8. The development of a comprehensive, college-wide plan to define, assess, and meet the educational needs of the college's and district's ethnic population would benefit SBCC's attempts to refine and expand minority recruitment.

A college-wide plan is being developed through the *Statement of Institutional Directions*. A college-wide committee has coordinated special events and the recruitment process. The present goal is to bring the faculty members into the process and coordinate their efforts with the Student Affairs staff.

STANDARD 5, COMMUNITY EDUCATION AND SERVICES

9. The new Institutional Research Advisory Committee should consider including non-credit students in its analysis of student characteristics as well as devising an independent effort to survey and analyze non-student needs and interest, with the emphasis being on minority and disadvantaged populations.

The Institutional Research committee was formed for the purpose of conducting and coordinating evaluation projects in the credit program. The college does not feel that this committee should become involved with non-credit research at this time. We agree that a community needs study would be very worthwhile, and hope to conduct one in the near future. Meanwhile, the Vocational programs keep in touch with community needs in their programs through active Advisory Committees.

10. In order to build enrollment bridges between the non-credit and credit programs, mention of each program should be included in both schedules.

In the Winter 1989 *Schedule of Classes*, advertisements appeared in support of the credit programs in Business and Business Office Education. The slogan for the campaign was "Don't Stop Now...Give Yourself Some Credit". Posters were placed in classrooms of related noncredit classes and fliers describing credit offerings and registration procedures were distributed in noncredit classes. Also, since Summer 1988, the Business Development Center has iden-

tified one of its main purposes as the promotion of both credit and noncredit business programs.

In order to better meet the needs of students in both the ESL and the Essential Skills of Basic Education programs, the noncredit and credit departments, work very closely to assure that students are referred from one program to the other when it is appropriate for student placement. Also, when college credit classes are full or it is past the final registration date, students are referred to appropriate noncredit classes which are open-entry, open-exit. In Winter 1990, mention of college credit programs in these areas were noted in the *Continuing Education Schedule*. the college credit schedule will begin similar referrals in Fall 1990.

In order to encourage students in the noncredit high school diploma or G.E.D. programs to continue on into the college credit program, counselors go to those classes and discuss the options that the college offers to these students for further study and/or vocational training. Students are also made aware of financial aid opportunities that may be available to them.

STANDARD 6, LEARNING RESOURCES

11. An examination should be made of the current organization of the Media Services Department.

Following the last accreditation, the organization of the Media Services Department was thoroughly reviewed by a committee coordinated by the Office of Academic Affairs. As a result of that review, significant changes occurred in the administration of that area, e.g., leadership change, and a determination of service priorities and future directions was made The high level of faculty satisfaction with the present Media Services provides evidence to support the appropriateness of the changes made.

A review is now being conducted regarding how Media Services may linked with College-wide support of the microcomoputer environment.

12. Even before the West Campus Library is built, non-space-related issues should be explored such as implementing computer search capabilities, a full use of the On-Line Computer Library Center (OCLC), and the incorporation of an automated library system.

Since the last accreditation visit, the library explored and implemented computer search capabilities, OCLC, and an automated library system. Access to on-line databases (DIALOG and WILSONLINE) is available to students and faculty without charge. The Infotract CD-ROM indexing system was introduced in 1987 and has been very successful. The card catalog was replaced with the VTLS on-line system in January 1990. The Luria Library and Learning Center collections are catalogued on OCLC. For additional details, please refer to Standard 6 in this self-study.

13. A consolidated philosophy for the student learning resources such as LAC/ Tutorial, CAI, Reading and Writing Laboratories, should be developed, with possible placement under one admin administrative authority.

The LAC/Tutorial Center, CAI Lab, English Writing and Tutorial Labs, and the Reading/Study Skills Center have reported to the same Dean of Academic Affairs since Fall 1988. Throughout the planning of the new Learning Resource Center and since the opening in Fall 1989, the directors of these programs have coordinated their efforts. All of

the programs housed in the LRC share the philosophy that they are campus-wide labs that support and complement classroom instruction. Through the efforts of the Computer Writing Lab and the CAI Lab, "writing across the curriculum" is encouraged. The Reading/ Study Skills Center provides support for "reading across the curriculum". The Learning Assistance and Tutorial Centers serve most academic departments. All of the labs provide open access and diverse programs.

STANDARD 7, PHYSICAL RESOURCES

14. The excellent dialogue between maintenance and the Disabled Student Services program with regard to architectural barriers should continue.

The disabled Student Services representatives have been involved with all of the recent and future construction projects. The district has actively solicited input on accessibility and responded beyond what is required by Federal guidelines or the State Handicapped Compliance Office at the Office of the State Architect. Recent efforts on modification to door entrances in the Student Services Center and Interdisciplinary Center are major examples. The new student parking structure, Bookstore and Business/Communications Center have all been designed for ease of access and accommodation for the physically impaired.

15. The adequacy of space and lighting facilities at the Santa Barbara High School site should be examined.

At the time of the last accreditation visit the classes at Santa Barbara High School were located in a building on one side of the site. Since then the classes have been moved into the main building, improving this situation greatly. A security person has been employed to guard the parking lot.

STANDARD 8, FINANCIAL RESOURCES

16. The role of the Foundation for Santa Barbara City College should be made visible to and well understood by all college personnel.

Since the last accreditation visit there have been many actions taken to make the Foundation better known to staff.

- A page in both the non-credit and credit class schedules includes information on Foundation activities.
- Articles regarding the Foundation and major gifts are published in the *Santa Barbara News-Press* and *The Channels.*
- The *Foundation Annual Report* is published in the *Santa Barbara News-Press*
- Several mailings have been sent to faculty and selected staff regarding the Foundation's Capital Campaign.
- Foundation events have been noted in the *College Memorandum*
- Invitations have been sent to faculty and staff to attend selected events, e.g., Learning Resources Center dedication.
- The Foundation Director has worked directly with departments on fund raising projects.

STANDARD 9, GOVERNANCE

17. The coordination between credit and non-credit instructional programs should be strengthened at all levels.

Such coordination has been strengthened greatly as described under recommendations 4. and 10. above.

18. The implications of having the same person serve as Dean of Occupational and Career Education as well as Chairperson of the Applied Science and Technologies Division should be examined in light of the collegial system on campus.

The Dean of Occupational and Career Education no longer serves as the Division Chair. This post is now held by an occupational instructor.

ABSTRACTS OF STANDARDS

Standard One. (Goals and Objectives)

Santa Barbara City College has a well-defined set of goals and objectives as stated in its *Statement of Institutional Directions* (SID), a document which is updated every two years. The SID is the basic document upon which the College bases its planning and is a statement of strategies which the College has identified as essential in the near-term (two years) to carry out the College's mission as stated in its *Mission Statement.*

The SID was developed over a full year (1988-89) with the active involvement of all segments of the college community.

In the current year (1989-90), the SID is being used to formulate a two-year plan of action, which in turn becomes the primary basis for resource allocation.

An active program of institutional research evaluates the degree to which the SID goals and objectives are met.

Standard Two. (Educational Programs)

The College provides a comprehensive curriculum of transfer, vocational, remedial, and continuing education. Its programs are fully consistent with its mission. The college has been a pioneer campus in the implementation of matriculation services. Instructional programs are extensively reviewed every four years.

Although more needs to be done, these programs are articulated with both the high schools in the district and with four-year colleges and universities. Especially significant is the formation of an Educational Leadership Coalition, made up of CEO's of all area high school districts and two- and four-colleges.

Standard Three. (Institutional Staff)

SBCC has an excellent teaching and support staff. We have been fortunate to be able to attract outstanding candidates in spite of a difficult housing situation, with median prices of over $300,000. Efforts are being made to alleviate this problem, since it has begun to affect the ability to attract and/or retain some of the most desirable candidates.

The college has a full-time teaching staff accounting for about 60 percent of the total teaching load. Through its Faculty Enrichment Committee and its Sabbatical Leave program, the college provides incentives for on-going professional and curriculum development.

Standard Four (Students Services)

A very wide range of services are available to the students, and these are widely used by the students. The college has implemented the statewide concept of a Student Services Program Review, under which each center providing services has recently undergone evaluation.

The registration process is now completely on-line to the college computer, as are current records of enrolled students, thus providing quick access. A wide variety of counseling services is provided. The counseling staff is very involved in the matriculation process and works very closely with the instructional staff in carrying out this high priority activity. A Transfer Center has been in existence since Fall 1986, and it has been instrumental in raising SBCC's transfer rate to one of the highest in the state. A recent national transfer study has identified SBCC's program as highly effective.

Through its High School Relations program, the college makes its programs known to high schools in the district, and has gradually increased the percentage of high school graduates continuing to SBCC. The EOPS program for low-income and educationally disadvantaged students has been found to be one of the best in the state. Disabled students are amply served by the Disabled Student Programs and Services through

five distinct programs.

A comprehensive program of intercollegiate athletics is offered with eight men's and five women's sports.

The college also has an extensive program of financial aid, and programs of student activities, security, and health services and wellness.

Standard Five. (Community Education and Services)

Santa Barbara City College offers one of the largest programs of adult noncredit and community services programs in the state. This program is recognized as a model for the country. It is conducted out of two off-campus centers, and makes use of many non-college community facilities.

The breadth of its offerings and the extent of community support are well-developed. In recent years this program has become articulated with the credit program in the areas of ESL, Disabled Student Services, Basic Skills, and Business Education. One element of this articulation works to promote migration of students from the noncredit to the credit program. A major goal of the noncredit Continuing Education program is to serve the needs of many recent immigrants granted amnesty under the Immigration Reform and Control Act.

Courses in microcomputer applications have mushroomed over the last few years. Two labs are in use constantly, every day of the week.

Use of college facilities is coordinated by the Community Services Office, which schedules the use of college facilities when classes are not in session. The college makes available classrooms, lecture halls, athletic facilities, and a theater.

Standard Six (Learning Resources)

In Fall 1989, the college was able to bring together most of its learning resources in one location with the opening of its new Learning Resources Center on the West Campus. This facility includes a new 40,000 ASF library, two fully-equipped microcomputer labs, a tutorial center, a learning assistance center, and an educational media services center. Only the media center is located outside the new building.

The library now provides on-line computerized access to its card catalog which is available through terminals in the library or with dial up modems. Soon it will provide on-line circulation. Access is also provided to on-line databases for both students and faculty.

A computer lab is available for students to carry out writing assignments for any class on campus. Students have generally felt that this has greatly helped them to enjoy and gain proficiency in writing. A writing lab, adjacent to the computerized lab provides tutorial help in writing assignments.

The Learning Assistance Center provides extensive audio-visual materials to supplement many classes. These materials will soon be catalogued in order to be included in the library on-line catalog system.

Standard Seven. (Physical Resources)

The college is in the midst of a major building program. The Learning Resources Center opened Fall 1989. Currently under construction are a new classroom/office building on the West Campus and a Student Services Center in the old library building on the East Campus. Secondary effects of these projects will include remodeling in the Administration Building and the Humanities Building.

Other projects which are in early stages of development are an expansion of Bookstore facilities, further removal of handicapped barri-

ers, a new Business/Communication Center, and a 450-space parking structure.

Two off-campus facilities were converted from elementary schools to house the district's Continuing Education program.

Standard Eight. (Financial Resources)

Fiscal planning and budgeting is closely tied in with educational planning and the Statement of Institutional Priorities. Wide campus participation is achieved in both the setting of objectives and the budgeting process. The focal point for this activity is the College Planning Council which consists of administrators, faculty, classified staff, and a student. A policy of the Board of Trustees requires a five percent contingency reserve to be set aside.

In recent years the Foundation for SBCC has become a significant source of supplemental funding for a variety of campus needs, including $1.2 million for the capital construction fund. A new drive has just begun to raise another $18.6 million for program endowment, endowed faculty positions, scholarships, facilities improvement, and annual support.

Standard Nine (Governance and Administration)

The Board of Trustees sets policy which is implemented by the Superintendent-President and the administration. Board members are kept well-informed about campus issues through regular appearance at Board meetings by the Presidents of the Academic Senate and the Associated Student Body. An elected, non--voting student member also sits on the Board.

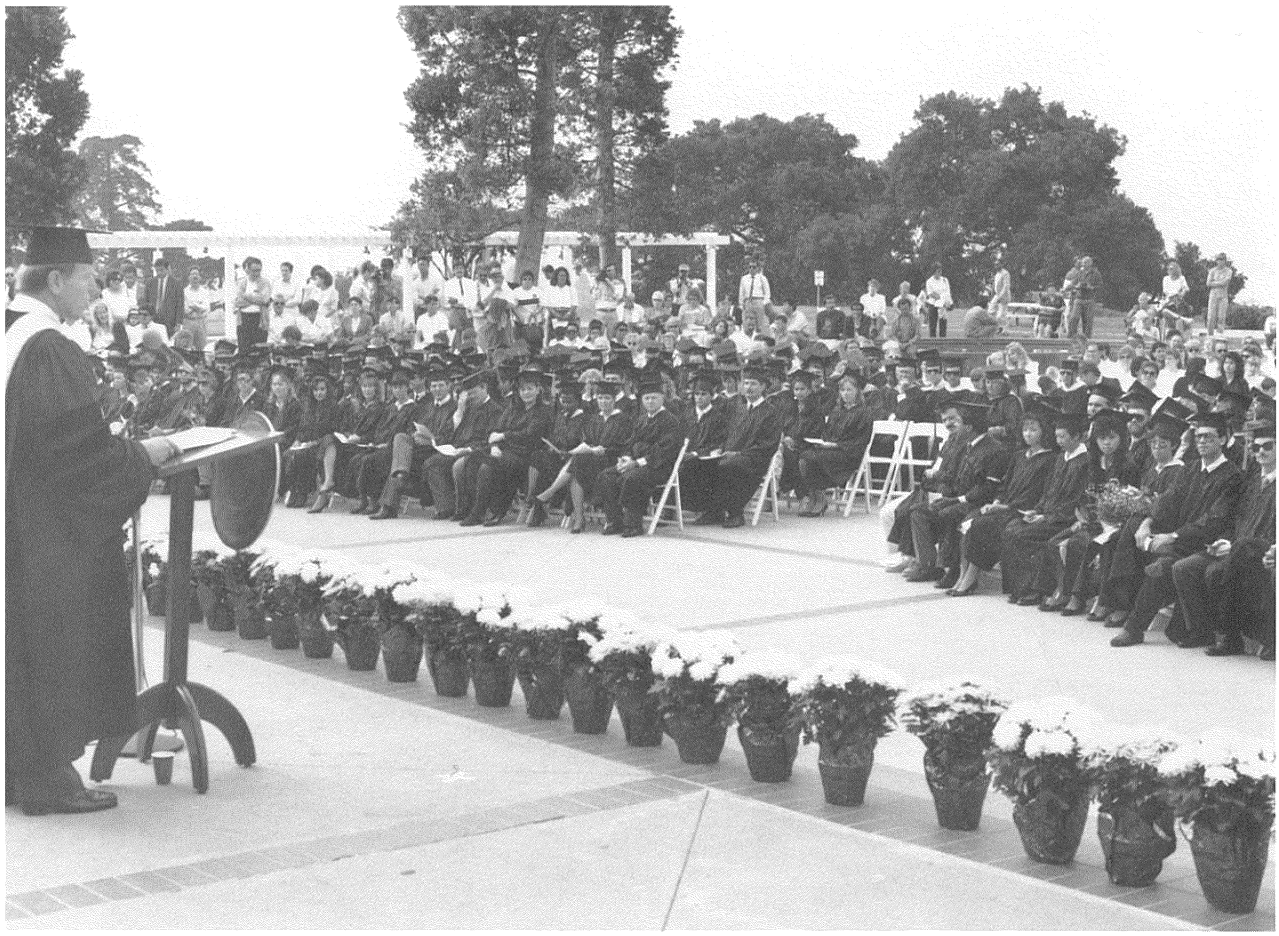
Another vehicle for providing the Board with information and early input on campus matters is the Board subcommittee. Three of these committees oversee Educational Policy, Facilities, and Fiscal matters and take recommendations to the full Board.

There has been very low turnover among the Board members, some of which have served since the district was first formed in 1964. Members of the Board demonstrate an acute interest in the welfare of the college and do not have personal agendas or political ambitions.

Faculty is well-represented in college governance by an Academic Senate which has its own committees to formulate recommendations to the Superintendent-President. The Academic Senate President sits on the College Planning Council, is provided time for a presentation on faculty concerns at each Board meeting, and meets weekly with the President. Faculty members also serve on the College Planning Council. Concerns have been voiced over the extent to which faculty influence in governance is effective, although it is generally agreed that there is ample opportunity for faculty positions to be made known.

Support staff and students also sit on many of the college-wide committees concerned with governance matters, including the College Planning Council and the College Council.

Goals and Objectives



Standard 1 Committee

Dr. Jack Friedlander, Dean, Academic Affairs; *Chair*
Members of the College Planning Council
John Diaz, Special Program Adviser, EOPS
William Vincent, Division Chair, Business Education
Guy Smith, Division Chair, English, Journalism and Essential Skills
Dennis Ringer, Division Chair, Social Sciences/Foreign Languages
George Lewis, Division Chair, Health and Human Services
Karolyn Hanna, President, Academic Senate
Patricia Moorhouse, Assoc. Professor, Physical Education
Nathaniel Palmer, President, Associated Students

STANDARD 1A

The institution is guided by general goals and specific objectives which are consistent with the historical and legal mission of the public community college.

DESCRIPTION

The *Mission Statement* for the institution is published in the college's *General Catalog* (1A.1). This statement, which is consistent with the historical and legal mission of public community colleges, lists the institution's guiding principles and fundamental purposes. The guiding principles represent a consensus of the values which serve as the basis from which the fundamental purposes are fulfilled.

The college's comprehensive planning process is guided in general by its *Mission Statement* and specifically by its *Statement of Institutional Directions* (1A.2). The latter is a statement of specific strategies which the college community has identified as necessary to enhance its functioning and to maintain a superior level of performance. Most of the strategy or objective statements listed in the *Statement of Institutional Directions* (SID) can be measured in terms of the extent to which they have been achieved.

The direction statements are assembled into six major areas consistent with the categories of the *Board of Governor's Basic Agenda.* The college's six direction statements are viewed as college-wide goals that transcend organizational structures: (1) Transfer Education, Vocational Education, and Skills Essential for Academic Success; (2) Comprehensive and Quality Community Education; (3) Student Access and Success; (4) Human Resources; (5) Fiscal Resources; and (6) College Governance. Specific strategies are listed for achieving the objectives defined for each of the six areas. These objectives represent the college's priorities.

The planning process begins by having the College Planning Committee (CPC) develop a *Statement of Institutional Directions.* A draft of the SID is sent for review to the Division Chair Council, the Student Services Advisory Committee, the Academic Senate, department chairs, Student Government, and each of the major administrative units (Academic Affairs, Student Affairs, Continuing Education, Business Services, and the President's Cabinet).

The SID, which includes reference to the college's *Mission Statement,* is used by individual departments in developing their two-year plans (1A.3). Prior to 1989-90, departments were asked to use the *Mission Statement* and the SID as their primary reference sources for developing their plans. Departments were asked to address how they were going to respond to these priorities in their plans. The individual plans developed by the departments were integrated into an overall plan for Academic Affairs, Student Affairs, Continuing Education, and the administrative support areas -- Business Services and President's Staff (1A.4).

As a result of extensive and thorough evaluation in 1988-89, a two-year planning cycle was established. In 1989-90, departments were instructed to develop specific objectives that corresponded to those SIDs which they planned to achieve in the next two years (1A.3). The objectives stated in each of the departmental plans were reviewed by the appropriate administrators and were placed into one of the six major goal areas identified in the *Statement of Institutional Directions.* Trans-institutional teams were formed for each of the six SID goal categories. These teams were responsible for integrating into a plan the departmental strategies for achieving specific objectives corresponding to the SIDs. The final plan for the college was developed by the College Planning Council, in consultation with the appropriate college committees and administrative units (1A.5).

Where appropriate, the objectives noted in the institutional plan are stated in meas-

urable terms. At the end of each year, the College President meets with the College Planning Committee to review the extent to which each of the institutional objectives has been achieved.

APPRAISAL

The college's *Mission Statement* and the *Statement of Institutional Directions* are consistent with the historical and legal mission of public community colleges. The *Mission Statement* and the SID are clear, well understood by the college community, and used to guide the planning process of the college.

During the 1988-89 academic year, the College Planning Council held two retreats to discuss the planning process and how it might be improved (1A.4, pp. 1-2). Among the findings of this assessment of the planning process identified at the retreats were that:

1. Most departments were doing a good job of planning.

2. Additional efforts need to be made to create a basic level of awareness among members of the college community on the essentials of planning.

3. The components of the plan need to be better integrated into an overall planning document for the college; and

4. The *Statement of Institutional Directions* should be extended to include a set of strategies for carrying out those priorities.

A proposed realignment of the planning process was suggested from these meetings as a means for improving the quality and usefulness of the plan, while at the same time making the process more streamlined. A two-year planning process was implemented, replacing the earlier five-year planning cycle. The SID was refined and strategies for achieving the stated priorities were identified in 1988-89. In 1989-90 departments were asked to respond to the SID by developing a two year plan. The expectation is that departments will have a more global view of the institution than in the past and that their plans will deal with college-wide issues, problems and objectives.

The revised planning process was implemented in Fall, 1989. The planning process is proceeding on target and it has resulted in the production of an integrated planning document for the college. The planning document represents a marked improvement from the ones produced in past years in that: (1) it is organized around basic college issues and objectives that correspond to the *Statement of Institutional Directions*; (2) the strategies developed by the departments for achieving particular objectives have been integrated into a set of activities for meeting each of the institutional direction statements; and (3) most of the objectives in the plan are stated in a way that can be measured.

One criticism of the planning process voiced by the department chairs was that the SID and the strategies for achieving them were too global and didn't correspond to initiatives their departments were planning to take in the areas of teaching and curriculum development. A comprehensive evaluation of the revised planning process was conducted by the College Planning Council at the end of the 1989-90 academic year (1A.5).

PLAN

The results of the comprehensive evaluation of the planning process conducted by CPC in Spring 1990, will be used to refine the planning process.

STANDARD 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature

DESCRIPTION

The *Mission Statement* and the *Statement of Institutional Directions* reflects the comprehensiveness of Santa Barbara City College as well as its distinctive nature. The SID is reviewed each year by members of the college community and the Board of Trustees and periodically by members of the community.

The college has implemented a variety of systematic procedures for assessing the extent to which the educational needs of students and the community are being addressed. In Fall, 1986, the college implemented a comprehensive program review process for each of its academic (1B.1) and student service programs (1B.2). A client survey is required as part of the program review. Each of the college's programs is evaluated once every four years and recommendations for improvement are incorporated into the departments' plans.

In 1984, an Institutional Research Committee was formed. This committee is charged with identifying and conducting research projects that assess the extent to which institutional goals and objectives are being achieved. A description of how this committee functions and of the organizational structures that are in place to ensure that the results and recommendations of the research are used to improve college practices is available in Reference 1B.3. Research projects that have been conducted to evaluate the effectiveness of various programs are listed in the summary of institutional research projects that is compiled each year (1B.4; 1B.5). Examples of the studies conducted to assess the extent to which the educational needs of students are being addressed include:

1. Periodic surveys of students to assess the extent to which students are taking advantage of the facilities and resources provided by the college to promote learning and development, the degree of progress students are making toward achieving desired outcomes of a college education, and student satisfaction with the institution (1B.6; 1B.7). The results of these studies are used to develop strategies to promote student attainment of important educational objectives.

2. Follow-up studies of former vocational program students (1B.8) and of students who transferred to The University of California, Santa Barbara (1B.9). These studies are designed to assess student satisfaction with their progress and to identify how the college could have better prepared them for their jobs or transfer.

3. Evaluation studies on the effectiveness of the college's Early Registration Program (1B.10), Matriculation Program (1B.11; 1B.12), and Faculty Advising program (1B.13).

Information on the extent to which the educational needs of the community are being achieved is obtained through the vocational program advisory committees, the Citizens' Advisory Council for Continuing Education, and the advisory committee for the Business Development Center. The Business Development Center, originally established in 1986, was created to identify and meet the educational needs of the business sector in the college's service area.

The college's published materials accurately portray institutional functions. All published materials are carefully reviewed for accuracy by appropriate administrative offices committees and are double checked for accuracy by the Publications Office. In recent years, the college has upgraded many of its brochures and it has developed a number of new publications such as the Student Planning Guide (1B.14).

As described under Standard 1A, planning and resource allocations are conducted through the College Planning Council, which drafts the

Statement of Institutional Directions and reviews department plans and resource requests in light of overall college priorities expressed in this statement. An important criterion used in determining which resource requests are to be funded is whether the request corresponds to an institutional priority identified in the college plan (1B.15).

APPRAISAL

The college has devoted a significant amount of staff time to institutional planning and assessment. In recent years, a conscientious effort has been made to incorporate the results of institutional research into college practices designed to improve student learning and development (1B.16). Findings from research studies have influenced college practice in the areas of early registration (1B.110), matriculation (1B.11), and instructional practices (1B.4; 1B.5).

Procedures for assessing the extent to which the objectives identified in the college's new institutional planning process have been developed and will be implemented.

The college is doing a thorough job in linking decisions regarding plans and resource allocations to institutional goals and priorities identified in the planning process.

Substantial progress has been made in the quality and comprehensiveness of its publications.

PLAN

The college will improve its efforts to use the results and recommendations from its research studies to improve institutional practices, particularly those that will have a positive effect on student learning and development.

Procedures for evaluating the extent to which each of the objectives in the college plan are being achieved will be implemented by December, 1990.

STANDARD 1C

The goals and objectives are re-examined periodically with participation by all segments of the institution.

DESCRIPTION

In Fall, 1988, the College President charged the College Planning Council to review the college's *Mission Statement* and to revise the format and content of the *Statement of Institutional Directions.* The process began with a lengthy brainstorming session with the President, members of CPC, and invited guests from various segments of the college (1C.1). A draft of the SID and the college *Mission Statement* was sent for review and comment to all faculty and staff, student government, subcommittees of the Board of Trustees, and members of the community. The comments were reviewed by CPC and, where appropriate, incorporated into the final version of the document (1C.2).

When adopted in 1983, the *Mission Statement* was to have been re-examined every four or five years. Such an examination has not been undertaken because of the extensive review of the California Community College mission conducted by the Master Plan Commision and because of the development of AB 1725. The SID is now rewritten every two years. It is reviewed by members of the college community and the Board of Trustees before being published. The College Planning Council has the responsibility for rewriting the *Mission Statement* and the SID. Departmental objectives are developed by faculty and staff members within individual departments and are guided by the SID. The latter are sent out with the planning materials at the start of each planning cycle. The relationship between the institutional priorities and objectives and the college plan is reinforced by the President in meetings with CPC and with each of the divisions and by administrators in their meetings

with departments for which they are responsible. In addition, the goals and objectives for the institution are continuously being examined through the program review process.

APPRAISAL

The college has devoted a considerable amount of time to re-examining and revising its *Statement of Institutional Directions* and its planning process. Members from all segments of the college community had several opportunities to participate in the review process and many did so. Four of the primary objectives for revising the planning process were: (1) to ensure that the plans developed by the departments were responsive to the SID; (2) to integrate the individual department objectives into a planning document for the college that would specify the objectives and the strategies for achieving each of the institution's priorities noted in the *Statement of Institutional Directions*; (3) to more closely link the planning process with budget decisions; and (4) to have the objectives in the college plan stated in a way that would allow for measurement of their attainment. An evaluation was conducted at the end of the 1989-90 academic year on the extent to which these objectives have been achieved. The procedures for assessing the achievement of each objective have been developed and will be implemented during the 1990-91 academic year.

PLAN

At present, the college sees the general mission as being determined at the state level. No review of the mission is contemplated at the college level. The college will engage in vigorous review of how it will respond to the statewide mission. The degree of emphasis to be placed on respective components of the mission will be determined by evaluating the needs of our community and the specific strengths of the college. The college's SID is seen as setting the focus for insitutional emphasis for the next two years and will serve as the basis for new directions.

REFERENCES

1A.1 SBCC Catalog - 1989-1990

1A.2 SBCC Statement of Institutional Directions, 1988-89 to 1990-91

1A.3 Memo to department chairs on directions for completing the two-year plans

1A.4 Plan for the Future, 1988-1993

1A.5 Into the Nineties: A Plan for 1990-91 to 1991-92

1B.1 Guidelines for Academic Affairs Program Review

1B.2 Guidelines for Student Services Review

1B.3 Decentralized Model for Conducting Institutional Research

1B.4 Summary of the Findings and Recommendations of Institutional Research Projects Conducted in 1987-88

1B.5 Summary of the Findings and Recommendations of Institutional Research Projects Conducted in 1988-89

1B.6 The Quality of the Educational Experience at SBCC: A Report from Our Students

1B.7 The Quality of the Educational Experience at SBCC: 1989-90

1B.8 Survey of Former SBCC Students Who Were Enrolled in an Occupational Program

1B.9 Followup Study of SBCC Students Who Transferred to UCSB

1B.10 Evaluation of SBCC's Early Registration Program

1B.11 Evaluation of Santa Barbara City College's Matriculation Program 1983-1988

1B.12 Evaluation of Matriculation Procedure

1B..13 Faculty Advising

1B.14 Student Planning Guide

1B.15 Criteria Used in Ranking Resource Requests

1B.16 Memo to Dr. MacDougall: Summary of the Implications of Institutional Research for College Practices, 1988-89

1C.1 Minutes from CPC meeting to review the planning process and the Statement of Institutional Direction

1C.2 SBCC Statement of Institutional Directions: 1989-90 to 1990-91

Educational Programs

Standard 2 Committee

John Romo, Vice President, Academic Affairs; *Chair*
Dr. Jack Friedlander, Dean, Academic Affairs
Diana Sloane, Dean, Academic Affairs
Dr. Martin Bobgan, Vice President, Continuing Education
George Lewis, Division Chair, Health and Human Services; Professor, Radiography (X-Ray)
Judith Meyer, Division Chair, Sciences; Professor, Biological Sciences
Janice Peterson, Chair, Honors Program; Assoc. Professor, Communication (Speech)
Barbara Williams, Testing Technician, Assessment Program
Alissa Williamson, Associated Students
Mark Naseck, Associated Students

STANDARD 2A

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in admission policies, curriculum content and graduation requirements.

DESCRIPTION

The credit educational program is clearly related to the objectives of the institution as expressed in the Mission Statement (2A.1) and the Statement of Institutional Directions.(2A.2) The College maintains an open-enrollment policy, and is committed to providing students with a comprehensive curriculum. The College is dedicated to meeting the educational needs of the community by providing educational experience beyond the high school level. SBCC provides courses and services for students with goals of transfer, completion of the Associate in Arts or Associate in Science degree, and specialized occupational training leading to certification, and/or life-long learning. Furthermore, the College has made a significant commitment of resources to courses and services for underprepared, second language, and physically disabled and learning disabled students.

The College Catalog (2A.3). is the institution's definitive and comprehensive source of information on instructional programs and courses It provides information related to the institution's philosophy, goals and objectives, admission information, academic policies, student support services, special programs, certificate of achievement and degree requirements, transfer information and course descriptions. It is considered to be a contract between the student and the college.

Five thousand catalogs are printed each summer and are made available to current and potential students. Copies of the catalog are also distributed to faculty, administrative offices, and the community.

Information on all SBCC curricula including articulated transfer programs is available in information sheets distributed by staff in the Counseling Office, Admission and Records Office, and the Transfer Center. Articulation agreements between SBCC and designated four year colleges and universities are available through the Transfer Center.

In order to fulfill the College's general philosophy and goals, students completing an associate degree are, as per Title V, required to complete general education (GE) courses in the natural sciences, social and behavioral sciences, humanities, and language and logical thought.

GE requirements allow students to explore elements of the intellectual and ethical traditions to which they belong. In addition, institutional requirements for the Associate Degree require that students select four out of five of the following requirements: American Institutions, Physical Education/Health, Intermediate Algebra, Multicultural/Gender Studies, and Communications.

All associate degree programs meet Title V graduation and general education criteria and standards. Requirements for certificate programs may not include general education requirements.

The College offers 36 transfer associate degree programs and 26 vocational associate degree and certificate programs (2A.3). In addition the college offers over 2400 non credit continuing education courses annually and an active community service program through its Business Development Center. (2A.4)

The Curriculum Advisory Committee (CAC), a college standing committee, is composed of nine faculty division chairpersons, one counselor, and two at-large faculty members selected by the Academic Senate President and Vice President for Academic Affairs. Although the Committee is chaired on a rotating basis by a Dean of Academic Affairs, voting membership

is limited to faculty. The remaining three Deans of Academic Affairs serve as resource persons to the Committee (2A.5)

The CAC acts on all credit and non-credit programs, new courses, course modifications and changes in general education requirements. Changes may originate from either an academic department or the Office of Academic Affairs. There is a two-step process for all changes; a hearing stage and a voting stage. Majority vote of a quorum is required before recommendations are forwarded to the Vice President for Academic Affairs. All courses and programs approved by CAC are sent to College President and the Board of Trustees for approval each semester.

The CAC has directed the updating of all credit course outlines to bring them into compliance with new Title V requirements and is currently overseeing implementation of AB1725 curricular mandates.

Instructional programs are evaluated on an on-going basis by students, faculty, department chairpersons, and deans. Included in this process is the biennial evaluation of full-time tenured faculty, and program evaluations conducted once every four years. In addition, on-going exploratory research is conducted by the Institutional Research Committee, one of whose goals is to identify means of improving the instructional program.

Admissions policies are consistent with traditional Title V mandates and more recent Matriculation regulations. Policies are clearly described in the College Catalog (2A.3) and Schedules of Classes (2A.6). Matriculating students are required to demonstrate proficiency in reading, writing, and mathematics through examination or successful completion of a stipulated class. Course placement in English and Mathematics is mandatory. For all other entry level courses, the College has established a recommended English and/or Math skill level.

The College offers comprehensive transfer services which include well-articulated courses and programs and a Transfer Achievement Program (TAP) for underrepresented students (2A.7). A transfer facilitator position jointly funded by the College and the University of California at Santa Barbara was established in 1982. However, UCSB informed the College of its intent to terminate funding for its share of the position effective in 1990-91.

The primary emphasis of occupational certificate degree programs is on meeting the needs of local business and industry. The Business Development Center offers a Contract Education program for local businesses to meet the short-term training needs of their employees (2A.8). Furthermore, courses for retraining or upgrading skills of local employees are provided. Work experience opportunities for students are also available.

SBCC actively recruits from all student groups; however, the recruitment and retention of underrepresented and disadvantaged students receives special attention. See Standard 4, Student Services for examples of systematic efforts to attract and retain underrepresented students.

Please see reference 2A.9 for information on programs.

The College strives to meet the curricular needs of special groups through such programs as:

English as a Second Language (ESL). Assessment and counseling are provided in addition to courses from preliteracy through advanced English levels. An English Language Studies Program (ELSP) is provided for international students. (2A.10).

Essential Skills. A Reading Study Skills Center provides students self paced, remediation and enrichment experiences in reading, writing and vocabulary development. In addition, semester length reading and writing courses are offered (2A.11).

Disabled Students Programs and Services (DSP&S). This service provides assessment for learning disabilities, career planning, a High Tech Center, and a range of specialized courses and services for physically and learning disabled students. (2A.12)

Articulation with High Schools. The College has established 2+2 articulated programs in 7 vocational areas (2A.13). Furthermore, the College has received Chancellor's Office funding for the development of 2+2+2 programs in nursing (2A.14) and teaching (2A.15).

APPRAISAL

Santa Barbara City College offers a breadth of general education courses sufficient to allow students to fulfill the General Education (GE) degree requirements of the College. The rationale and plan for general education have been cooperatively developed by the Curriculum Advisory Committee (CAC) and the administration and approved by the Board of Trustees. All Associate Degree programs meet Title V graduation and general education criteria and standards.

The GE pattern remains broad in response to the concerns of college departments that their courses be included and that student access to the AA/AS degree not be overly restrictive. This adherence to broad general education criteria has led to the questionable designation of some courses to GE categories. Questions have been raised as to whether there is any adherence to G.E. requirements. The concern is that these courses may not be consistent with the breadth and/or content expectations of general education.

The instructional program review evaluation has proven to be effective and comprehensive. This process has allowed students, faculty and administrators to work in a cooperative manner to assure that the highest educational standards are maintained. (See Standard 2B for more detail.)

The reading, writing, and mathematics placement program has been in place since 1983. The College continues to carry out extensive evaluation of placement procedures and criteria. The utilization of placement tests has improved placement and enhanced advisement. The effectiveness of the program with respect to student success in subsequent classes has been demonstrated through research (2A.16) Through its leadership in the "Model Practices" grant funded by the Chancellor's Office, the College has been a leader state-wide in verifying the validity of these recommended skills levels (2A.17). Conclusions from this research are provided to assist students in educational planning. However, the College needs to develop more effective strategies for incorporating the findings of this research into the counseling and advising process.

Study skills classes have provided students with an opportunity to receive more personal assistance in all facets of skills development and are an integral part of the student success programs.

The College has repeatedly been recognized as one of the most successful institutions in preparing students for transfer to colleges and universities. SBCC consistently ranks in the top three community colleges in the state for transfers to the University of California. Most recently the College was recognized by the "U.S. News and World Report" for this success (2A.18).

The recent creation of the Transfer Achievement Program (TAP) has provided underrepresented students with personalized counseling and increased the transfer rate of this population.

SBCC has been very successful in its recruitment of recent high school graduates through such programs as on-site orientation and placement testing, Senior Day visitations and general efforts of the high school relations counselor. In addition, the College has been very successful in appealing to the working population of the area who take courses to upgrade vocational skills.

The systematic utilization of advisory committees in the development and evaluation of occupational programs has been invaluable. Broader and more active participation of representatives from industry would strengthen their role and improve the effectiveness of the College's occupational programs.

Articulation agreements have been an important formal link between high school districts and college occupational programs.

However, more attention must be paid to the recruitment of students to these programs and monitoring of their progress.

The "High Tech" program provided by DSP&S has been an important recent addition to services provided to disabled students. However, the limited number of adapted computers and software programs available and inadequate staffing has limited the achievement of the program's full potential.

The ESL student population has grown by 50% over the last five years. Although the department offers a complete range of ESL courses, the number of courses offered is limited by classroom space, inability to locate qualified part-time instructors, and a limit on Teacher Load Units. In Fall 1989, 300 new ESL students were redirected to the Continuing Education ESL program because all credit classes were closed. Cooperation between the ESL Department and other departments has improved the transition of students from non-credit to credit academic and vocational programs.

PLAN

- The College through its Curriculum Advisory Committee will carry out a comprehensive review of current General Education policies and procedures. The intent will be to establish a more formal philosophy of General Education and to refine procedures for designation of course to G.E. categories

- The college will strengthen the advising committees to vocational programs. Activities to be carried out will include:
  - Assurance that committee membership includes the participation of persons from underrepresented groups,
  - Assurance that there is a clear understanding on the part of committee members of their roles and responsibilities,
  - Greater involvement of committee members in finding employment for program completers,
  - Direct assistance from committees in the identification of external funding sources.

- The College will, through the Articulation Council, work with local K-12 districts on developing more effective procedures to encourage students to participate in 2+2 articulated programs. Strategies will include:
  - Provision of more opportunities for high school students to visit SBCC facilities and programs, and
  - Greater coordinated efforts between the College and high school districts to work with the private sector in making students aware of local employment opportunities.

- The College will work with the Foundation for SBCC to identify individual or corporate donors to support the expansion of the Disabled Students High Tech Center.

- The College will implement formalized articulation betwen its credit and non-credit English-as-a-Second-Language programs. It will be the intent to use the non-credit program as the primary provider of ESL instruction for entry level non-English speaking students.

- The College will continuously monitor its Assessment and Placement practices to assure that procedures are valid, reliable, and non-discriminating. Furthermore, greater attention will be placed on the relationship between assessment practices and student performance in Mathematics and English classes.

STANDARD 2B

Educational program evaluation is systematic, comprehensive, and documented, and forms the basis for planning, development, and improvement of programs.

DESCRIPTION

The Program Review Model (2B.1), which was initially implemented during the 1986-87 academic year, is the primary mechanism used for evaluating the College's instructional programs. This model, which was revised in Spring 1990, involves having each of the institution's educational programs undergo a systematic and comprehensive evaluation once every four years. The procedures for conducting the program reviews are similar to those followed in the self-study portion of the institutional accreditation process. The review scheduling is such that every academic department will undergo a full program review (self-study) during the interval between the comprehensive self-study visit.

The program review begins by having members of the department complete a comprehensive self-study report that addresses each of the following areas:

1. Goals and objectives
2. Unique program characteristics
3. Progress toward achieving prior goals
4. Curriculum
5. Staffing
6. Student characteristics including enrollment trends, course completion rates, grade distribution rates, job placement rates, and satisfaction with the department
7. Articulation and extra college activities
8. Adequacy of program resources
9. College support
10. Major concerns of the department. Departments are also asked to document how their program activities reflect the goals and objectives stated in the College's Statement of Institutional Directions.

The self-study report prepared by the department is forwarded to a validation team consisting of the division dean, the department chair, a faculty member from outside the department, and an individual from outside the college with expertise in the discipline evaluated. The validation team is responsible for reviewing the information in the self-study report and preparing a report on its findings and recommendations. The Vice President for Academic Affairs meets with the division dean and the department chair to review the self study and validation team reports in terms of their completeness, quality, and viability of the recommendations advanced. An agreement is made during these meetings on which recommendations are to be implemented.

Along with the formalized program evaluation process, the Deans of Academic Affairs engage department chairs in an on-going analysis of departmental and student performance. Longitudinal data are used to assess trends in enrollments, attrition rates, grade distribution rates, and job placement rates. This information is given to each dean for his or her departments and is reviewed each semester with the Vice President for Academic Affairs.

In addition to the evaluation process that is in place for all instructional programs, some occupational programs have to meet external evaluation standards that have been established by a professional, state or national accrediting organization.

Each of the College's occupational programs has an advisory committee that meets at least once each year to review the status of the

program in terms of meeting changing technologies and employment needs in the local and regional job market. The advisory committees are comprised of individuals drawn from local business, industry, government, and non-profit agencies (2B.2).

Departmental plans are developed as part of the institution's two-year planning process and integrated with program evaluation procedures. The two-year plans are developed within the context of the Statement of Institutional Directions (2B.3). The Statement of Institutional Directions (SID), developed by the College Planning Council, with broad input from the College community, delineates the institution's priorities for the two-year planning cycle in relatively broad outcome statements. Departments are expected to identify those elements of the SID they plan to address in the next two years and to detail the activities needed to achieve those objectives. The plans contain proposed new initiatives for the next two years as well as projected resource needs of the department.

The procedures used for allocating resources to instructional departments is directly related to the College's two-year planning process (2B.4). Each year resource needs are identified by departments within the following six categories:

- Certificated Staffing Needs
- Non Certificated Staffing Needs
- Instructional Equipment
- Non-instructional Equipment
- Facilities
- Other (e.g. supplies, printing, duplicating)

The allocation of dollars from the General Fund to meet needs in the above categories is determined through an institutional review process. For academic departments this process begins with the Division Chair Council (DCC), the primary Academic Affairs advisory group.

This Council is chaired by the Vice President for Academic Affairs and is made up of faculty division chairpersons representing the nine instructional divisions of the college. The four Deans of Academic Affairs attend DCC meeting as non-voting members.

The Division Chair Council deliberates over academic department requests and makes recommendations to the College Planning Council (CPC). CPC then reviews all college requests for new resources and makes final recommendations to the President. These same procedures are followed for allocating Lottery and State Equipment funds, which also are used to support instructional department needs and innovations.

The curriculum planning process begins in the individual instructional departments. All requests for new offerings or modifications must be approved by the department chair, the division chair, and the division dean before they are put on the Curriculum Advisory Committee (CAC) agenda. CAC is the primary committee responsible for establishing and implementing procedures for reviewing curriculum changes. CAC also determines which courses satisfy the College's General Educational requirements.

The establishment of the Institutional Research Committee (IRC) has greatly enhanced the college's effectiveness in addressing important questions regarding department and student performance. The research agenda is determined to a large extent by the needs identified by the Offices of Academic and Student Affairs. The IRC has initiated a number of ongoing student outcome evaluation studies. These projects include: a longitudinal study on the success of matriculated students in completing their courses and in persisting in college; a study tracking the progress of students who begin college in either ESL or remedial courses; a study estimating the college's transfer rate and effectiveness in transferring students to four-year colleges and universities; a study on the extent to which students are taking advantage of the facilities, resources, and opportunities provided by the college; a study on the extent to which students feel they have made progress toward achieving important college objectives; and a follow-up study of students who were enrolled in an occupational program (2B.5). The results and implications of the studies completed by the IRC are discussed periodically

at meetings of college committees, divisions and departments.

APPRAISAL

During the past nine years the college has made several attempts to make its institutional planning process more systematic and meaningful. The efforts, including the recent modification from a three-year to a two-year planning cycle, have been largely successful. The primary modifications incorporated into the two-year planning process have been the reinforcement of planning within the context of the SID, and the integration of the two-year planning process with the College's budget-building process.

The implementation of this new planning process has shown that the process of integrating the two-year plans with the Statement of Institutional Directions will need to be refined to assure greater clarity of purpose and to eliminate redundancy and unnecessary paperwork. Furthermore, the SID statements need to include greater emphasis and direction on the instructional focus of the institution. Feedback from instructional departments indicates that it has been difficult for them to identify their role in many of the SID areas. This is because the SID did not include objectives that pertained directly to teaching, student learning, or curriculum development. The College should incorporate the development of an educational program master plan into the institutional planning process.

The planning and consultation processes used in determining resource allocations to instructional departments are working well and extensive opportunities for input are provided. The allocation of General Fund, State Equipment, and Lottery Funds is tied directly to the planning process and decisions on which resource requests are supported are based on clearly established procedures and criteria.

Faculty members have the major role in the design, implementation and coordination of instructional programs. The lines of communication for establishing and modifying courses, programs, and degree requirements are well understood and are adhered to.

Although Title V re-writes were completed by Spring 1989, the CAC files were still not complete a year later because some of the new course outlines needed to be typed, some were awaiting signatures, and some were waiting to be input into the College database. The process of entering new courses into the curriculum database needs to be streamlined and the CAC files must be kept up to date.

The length of time it takes for new courses and programs to be approved may pose problems to departments as deadlines for schedules and catalogs appear. Signed proposal forms must be sent a week before a CAC meeting in order to appear on the agenda. CAC has a policy of holding a first hearing, with a vote to be taken at the next meeting. Since CAC meets every other week, the process of having a course approved can take a month or longer.

The Institutional Research Committee has completed a number of valuable evaluation studies of students and programs objectives. Although the results and implications of these studies for improving college practices are discussed by various groups on campus, procedures need to be developed for disseminating the findings to all faculty and staff. Furthermore, procedures should be developed for the systematic utilization of findings in the development of academic goals and objectives.

PLAN

- The college will evaluate its revised institutional planning procedures and implement changes to improve their effectiveness. Revisions will include the delineation of procedures for the development of an educational program master plan.

- The college will develop more systematic procedures for making the college community aware of the products of its institu-

tional research effort in using findings in program planning.

- The Curriculum Advisory Committee will seek adequate clerical support so the files may be kept up to date in a timely fashion.

- The Curriculum Advisory Committee will review its policies and procedures in order to streamline them to ensure that actions can be taken in a more timely manner.

STANDARD 2C

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

DESCRIPTION

The College has been extensively involved in articulating its instructional programs with service area high school districts. As a means of formalizing this interrelationship, the college took the initiative in developing an Articulation Council to serve as an intersegmental body to oversee articulation activities (2.C1).

Articulation Council achievements of note are:

- Establishment of seven articulation agreements with K-12 district vocational programs.

- Coordination of college assessment procedures with K-12 mathematics and English programs.

- Jointly sponsored staff development activities in numerous curricular areas, including English Composition and Literature, ESL, Essential Skills, Physics, Biology, Mathematics.

- Acquisition of state funding for a 2+2+2 articulation program in nursing. (2C.2)

- Acquisition of state funding for a 2+2+2 articulation program "Tomorrow's Teachers" designed to encourage high school and community college students to consider teaching as a career. (2.C3)

- Active support and response to the placement program for accelerated high school students to take courses at SBCC while still in high school.

The College was also in the forefront in establishing the Educational Leadership Coalition. This coalition is composed of the President of Santa Barbara City College, the Chancellor of the University of California, Santa Barbara, the Superintendents of the County Schools Office, and Santa Barbara and Carpinteria School Districts, and the President of Westmont College, a local private four-year college. The President of Santa Barbara City College has chaired the coalition since its inception.

The Coalition meets on a regular basis to discuss and act on educational issues and priorities. This group has been instrumental in its support of the efforts to establish the "Tomorrow's Teachers" Program to encourage students to consider careers in teaching. Through its public support of the program and the coalition member's commitment of local school funding to support initial planning efforts, the "Tomorrow's Teachers" program is now in operation.

The College has received local, regional and national recognition for its effectiveness in transferring students to four-year institutions. This success has been primarily in the transfer of students to the University of California and most notably in the rates of transfer to UCSB.

The College in cooperation with the Consortium for the California State University, established a Bachelor's degree program in Business Administration with all upper division courses offered in the SBCC service area. This program was developed with the support of the business community to provide a bachelor's degree alternative in the community for working adults.

Academic departments, primarily through the department chairpersons and the Deans of Academic Affairs, engage in on-going dialogues with their counterparts in primary receiver universities and colleges. Much of this effort is coordinated through the College's Transfer Center and the transition position funded by the College and UCSB. The administrative staff in Academic Affairs, furthermore, meets monthly with administrative staff from Student Affairs to discuss and coordinate transfer related issues and priorities.

The President annually meets with the Vice Presidents for Academic and Student Affairs and their staffs to review the College's data on transfer as well as data provided by the CSU and UC systems. An important component of these data is a college survey which was developed during the 1988-89 academic year and distributed to all students who had transferred to UCSB during the prior year. This survey focuses on students assessment of their instructional preparation and the quality of SBCC services which had been provided to them as they prepared for transfer (2C.4).

The college has not implemented systematic and consistent procedures for determining the number, performance and satisfaction of occupational students. This type of data is reflected and analyzed when departments are evaluated.

The college has participated in the **Statewide Student Followup System** coordinated through the Chancellor's office. Data on the job placement and satisfaction of former SBCC occupational program students were collected for the first time in 1988-89. The information from this follow-up study has been distributed to faculty and staff in the occupational departments for analysis and discussion (2C.5).

The occupational department advisory committees review courses and programs for the purpose of determining their relevancy to current job demands. In some cases, revisions are made to programs and specific courses as a result of mandates from accreditation and licensing bodies.

APPRAISAL

There is a need to develop a more comprehensive and systematic procedure for conducting follow-up studies of occupational program students to evaluate their level of job placement, performance, and adequacy of preparation. The response rates to the **Statewide Student Followup System** surveys have been disappointing and the value of information collected is limited. Efforts at the departmental level to collect follow-up data on their former students have not been conducted in a systematic or effective manner.

The college has initiated extensive efforts with local high school districts to facilitate articulation and coordination. The Articulation Council and Educational Leadership Coalition are especially noteworthy achievements. The college should monitor closely the effective implementation of articulation agreements. Furthermore, it should continue efforts to more effectively coordinate its assessment and placement program with high school math and English departments, and provide feedback to high schools on college placement results by school and ethnic group.

The college has received substantial recognition for its effectiveness in preparing students for transfer. It should, however, continue to emphasize the importance of academic department involvement in issues and procedures relating to transfer. Furthermore, it should place greater emphasis on facilitating transfer to California State University campuses as well as other campuses of the University of California.

The College has demonstrated creativity in the exploration of intersegmental efforts to offer baccalaureate level opportunities for part-time students. The College should continue efforts in this area.

The College does not have a focal point on campus for the delivery of services for students in occupational programs that is comparable to the Transfer Center it established for transfer-oriented students. A proposal to establish such an Occupational Center has been de-

veloped.

PLAN

The college is laying groundwork for implementation of an Occupational Center modeled after its highly successful Transfer Center. This center will be a coordinated effort between Academic Affairs and Student Affairs and will include the following:

- Work experience and cooperative education opportunities for students in local businesses and industry.
- Financial assistance for occupational students. This will be coordinated with the Foundation for Santa Barbara City College and will provide scholarships and internships for occupational students.
- Consolidation of the Occupational Center with the existing Career Center, job placement, work experience and internship efforts. It will be the intent of the college to obtain support and implement the Center within a three year period.
- Greater formal articulation with local employers for determination of placement opportunities for occupational program completers.
- The college-wide follow-up of students who have left or completed occupational programs will be refined and expanded.

The College will continue efforts to involve academic staff in issues relating to transfer and to more systematically provide information to department chairpersons and staff on the performance of their majors in the transfer institutions.

The Articulation council will continue to encourage exploration into the integration of the assessment programs in Math and English with testing and instructional programs in local K-12 districts. Furthermore, the college will annually report placement results to K-12 superintendents through the Executive Committee of the Articulation Council.

The Academic Affairs and Student Affairs staff will implement the procedures developed to ensure more effective participation of department chairpersons and faculty in the development of articulation agreements with four-year institutions.

The College will continue to work with the CSU Northridge Ventura Center and other CSU campuses to provide more part-time oriented baccalaureate level opportunities for service area residents.

As identified in the *Statement of Institutional Directions,* the College will assertively attempt to expand articulation agreements with CSU Northridge, Chico, Long Beach, Sacramento, San Francisco, San Luis Obispo, Sonoma, and with the University of California Berkeley, Davis, Irvine, Los Angeles, Santa Barbara, and Santa Cruz.

STANDARD 2D

Through catalogs, bulletins, handbooks and other publications, students and the public are provided with clear, accurate a nd helpful information about programs, course offerings and alternatives available to assist them in attaining their personal educational goals and meeting institutional requirements.

DESCRIPTION

Students and the public are provided with a broad spectrum of information on the College's courses and programs through a variety of publications. Principal among these are the *General Catalog* (2A.3), the *Schedule of Credit Classes* (2A.6), and *Student Planning Guide* (2D.1).

The catalog may be purchased at the Campus Bookstore, and reference copies are available at all times in the College Library, Counseling Center, Admissions and Records Office, and the Transfer, Career and Information Centers. The catalog is distributed to all faculty and administrative offices.

The *Schedule of Credit Classes* contains an accurate listing of specific credit classes offered by the College each semester. It is mailed to each household and postal boxholder in the District two months prior to the start of each semester. Additional free copies are made readily available in the Admissions and Records Office and the Information Center. The schedule also contains admissions/registration information, student assessment/advisement and orientation requirements, residency information, a return-mail application for admission form, the final examination schedule, college calendar, BOGG application form, student conduct standards, EOPS/student services information, and a non-discrimination statement. Additional news items about the College are included.

In 1989, the College implemented procedures for producing and typesetting in-house the copy for the catalog and schedule of classes. This process allows the Academic Affairs and Publications offices to publish these documents earlier, as well as to facilitate late content changes efficiently.

The *Student Planning Guide* (2D.1) is the college's principal counseling/guidance document for implementing new-student orientation, assessment, advising, program planning, and transfer preparation. This annual publication is distributed at no cost to all new incoming students during scheduled group advising sessions by the Counseling Center staff prior to each Fall and Spring Semesters. This guide has proven to be a unique and effective resource for students.

For students submitting applications, the College has developed a system for issuing form letters to students targeted to applicant type. Groups receiving letters are: new students, new transfer students, continuing students, returning students, and returning transfer students.

More than 60 individual brochures, highlighting transfer/vocational programs and special student services, supplement these three primary publications. Departmental brochures, updated and rerun every other year, are distributed at no cost to students through the College's Counseling and Career Centers and campus display racks, as well as District high school counseling offices and career centers. The transfer/vocational program brochures describe the specific characteristics of programs and majors.(2D.2)

Promotional community service/performing arts mailers, describing public lectures and music, theater and dance productions offered by the College, are distributed to community residents on request. A District mailing list is maintained and updated regularly for this purpose.(2D.3)

A Continuing (Adult) Education Division *Schedule of Non-credit Classes* is also published prior to each Fall, Winter, Spring and Summer Quarter. It lists all classes by title, description, times and location. This schedule is distributed free to all District residents as a supplement to the Sunday edition of the *Santa Barbara News-Press*.(2D.4)

APPRAISAL

College publications are serving the needs of students and the public. The publications are varied, easily available, and convey the information accurately. They are carefully edited to avoid specious and insupportable claims.

The consolidation of the production and typesetting of the catalog and schedule on campus has improved efficiency and allowed for earlier student assessment, advisement and registration.

The *General Catalog* and *Student Planning Guide* are updated annually and each publication is reviewed for accuracy by appropriate staff in the Offices of Academic Affairs and Student Affairs. The *Schedule of Credit Classes*

is published prior to each term and it is checked carefully for accuracy. At the end of each registration period, a post-mortem meeting is held to review all aspects of the registration process, including the clarity and accuracy of information in the *Schedule of Classes*. The *Schedule of Classes* has been improved each semester as a result of the recommendations made in these post-mortem registration meetings.

The Matriculation Publications Subcommittee has been working on the improvement of matriculation related materials. Recommendations for revision are made to the Matriculation Committee.

The College, through its matriculation program, has established a subcommittee to review the appropriateness, accuracy and readability of publications provided for students.

In Spring, 1989, a survey was sent to students who were enrolled in an occupational program in the Spring of 1988. Responses to the two items pertaining to publications point to the need to examine the usefulness of the information provided to occupational program students as well as the methods of distributing this information. Systematic review procedures, along the lines used to critique the *Schedule of Classes,* should be implemented for examining the accuracy, clarity and helpfulness of the College's publications.

Brochures, flyers, and announcements are manually layed out in-house and sent off-campus for typesetting. The time needed to generate these documents could be reduced if the computer technology used for typesetting the catalog and schedule of classes were applied to the College's other publications.

PLAN

Procedures will be developed to ensure that each of the College's major publications is systematically reviewed. The *General Catalog* will be critiqued as part of the comprehensive post-mortem review of the registration process that takes place at the conclusion of each registration period. The Matriculation Committee will be responsible for reviewing the clarity, accuracy and helpfulness of the *Student Planning Guide* and the Publications Committee will be charged with reviewing brochures and other publications.

A systematic procedure should be established for evaluation of the college catalog and *Schedule of Classes.*

A study will be conducted to identify the information students and prospective students need regarding the College's occupational programs as well as the most effective methods of disseminating this information.

The College will continue to review its publications to eliminate insupportable claims and continue to seek ways to improve overall production efficiency.

In-house computer capability has been planned and requested for the Publications Office for 1990-91. Such capability will allow this department to produce program brochures and other printed materials in a more efficient and timely manner, and thus eliminate the need for outside commercial typesetting vendors.

STANDARD 2E

Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.

DESCRIPTION

When new courses are proposed to the Curriculum Advisory Committee, criteria for credit determination are included and considered. Upon approval of a course, all instructional departments are required to have the current course outline on file in the Office of Academic Affairs. This outline must include the specification of criteria to be used in the assignment of grades for courses.

Each department is ultimately responsible for determining if its standards are "based upon generally accepted norms or equivalencies." Methods for monitoring the appropriateness of standards and grading practices include: feedback from receiver institutions for academic courses, feedback from occupational program advisory committees and employers, feedback from accrediting agencies, and reports on student job performance.

Department chairpersons and academic deans stress to faculty the importance of providing to students clear and specific grading criteria in course syllabi and other materials distributed at the beginning of each semester (2E.1). General grading criteria and procedures are also described in the *General Catalog.* (2A.3). The college does not provide a means for granting credit for prior experiential learning other than through the credit by examination procedures described in the *General Catalog.* (2A.3)

The Essential Skills, English, and Math Departments have established exit proficiencies from one level of pre-collegiate classes to another and from pre-collegiate classes to college-level classes. Essential Skills and English students in writing classes are administered an exit essay exam that is holistically scored by two English Division faculty in order to determine if they are eligible for the next level of English Composition. Students in reading classes must demonstrate their competencies for the next level on a post-test administered in class. Students completing college-level English Composition classes must achieve a grade of "C" in order to enroll in literature classes. Math students must achieve a grade of "C" in order to progress to the next level. Basic computation classes are self-paced and require mastery of skills in each module.

The ESL Department has established exit proficiencies from one level to the next for beginning through intermediate levels. Advanced level students are administered the same exit essay exam as Essential Skills and English students.

Academic departments have been engaged in intensive analyses of D F and W grade rates. Working with their deans, staff have attempted to identify grade distribution patterns, problem areas and strategies for encouraging greater student success.

APPRAISAL

Department chairpersons have the primary responsibility of informing instructors of the importance of communicating to students specific course criteria and procedures. Furthermore, the department chairs are responsible for monitoring that appropriate grading practices are followed.

The Vice President for Academic Affairs distributes prior semester grade distribution reports to deans and these are reviewed with department chairpersons and staff.

An important and useful source of information on grading and student performance has been the grant, **Model Practices for Assessment and the Establishment of Valid Course Requirements** funded by the Chancellor's Office. SBCC data has been analyzed and shared through many forums with college staff. (2E.2)

Exit proficiencies have been established for Essential Skills, ESL, English and mathematics classes to ensure that students who exit one level will be able to succeed at the next higher level.

PLAN

- The college will evaluate the appropriateness of providing alternative means for granting credit for prior experiential learning.
- The College will study the success rates of students as they progress through ESL classes and from advanced ESL to Essential Skills and English Composition classes.

- The College will continue its evaluation of articulation between remedial and college level courses.
- The College will develop multifactor procedures and criteria for the placement of students in skills classes.
- The College will review its use of departmental exams for skills classes to assure validity and reliability.

STANDARD 2F

Off-campus educational programs and courses and those offered by telecommunications and other nontraditional modes of instruction are integral parts of the institution. Their goals and objectives must agree with those of the institution. The institution provides appropriate resourcesw and controls to maintain quality.

DESCRIPTION

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

Off campus regular credit courses are offered at the Selmer O Wake Center, one of the College's Continuing Education facilities (2F.1). to provide more easily accessible opportunities for Goleta residents. These sections meet the same course and instructor standards as courses offered on campus, and monitoring of this is provided by the department chairperson and division dean.

The college has greatly expanded its commitment to contract education courses for the community. These offerings are now coordinated through a Business Development Center based at the Wake Center and are part of a comprehensive effort to improve the college's effectiveness in working with business and industry. (2F.2)

Most contract education courses and programs are offered as non-credit experiences. When courses are offered for credit, the program director is required to coordinate this with the appropriate department chairpersons. Planned credit courses must be a part of the regular curriculum and all course and instructor standards must be met. The Business Development Center Director submits monthly reports to college administrative staff on all contract education offerings.

Work experience placements are offered as part of sixteen occupational programs, including Drafting, Nursing, Recreation Technology, Automotive Services, Landscape Horticulture, Business Office Education, Accounting, Business Education, Hotel/Restaurant/Culinary, Electronics, Graphics, Administration of Justice, Computer Science, Computer Information Systems, and Political Science. College policies and procedures consistent with Title V expectations have been adopted by the Board of Trustees. (2F.3)

The college offers two calculus and two college-level English courses at local high schools to provide easier access for Goleta residents and college level experiences to accelerated high school students. These courses are offered and supervised by their respective departments and all regular course and instructor standards are met.

The Cosmetology program is offered as an off-campus occupational program through a contractural arrangement with Kristoffer's School of Beauty and Santa Barbara School of Beauty. All courses have been approved by the Curriculum Advisory Committee and comply with Title V expectations. The contracts have also been approved by the Chancellor's Office. (2F.4)

All Cosmetology instructors, as a condition of the contracts, are expected to meet the minimum qualifications for community college instructors, and direct college supervision is provided by a Dean of Academic Affairs and a certificated hourly assistant to the dean.

The college's Study Abroad programs are recognized as exemplary throughout the state. During the seven years of the program, academic experiences have been offered in England, Mexico, France, Italy, Spain, the People's Republic of China, and New Zealand (2F.5).

During Fall 1990, thirty SBCC students, under the leadership of two college instructors, will spend a semester of study at Kiev State University studying Russian language, culture and political science. Furthermore, it is hoped that the college will eventually serve as host to Soviet students and staff, and that SBCC staff from a variety of disciplines will be able to participate in staff development activities with their counterparts in the Soviet Union. (2F.6)

Study abroad experiences are academic programs. Students are required to enroll in all units for a program and to sign a statement acknowledging an understanding and acceptance of institutional expectations of performance and conduct. (2F.7)

A college-wide international education committee oversees the offering of credit study abroad programs. This committee serves as an advisory group to the Vice-President for Academic Affairs and its responsibilities include monitoring the effectiveness and academic integrity of programs, selection of programs to be offered, selection of faculty, provision of leadership on international education issues and assurance of compliance with institutional policies for international education (2F.8).

Student records which document credits, certificates and degrees awarded through off-campus courses or programs are permanently maintained in the student database.

SBCC does not offer telecommunications courses.

APPRAISAL

The college offers few credit courses and programs off campus in the local community. Because of the relative ease of access to the main campus and the fact that the Continuing Education program is extensively involved in offering non-credit experiences throughout the service area, there are no plans to expand off-campus credit offerings.

Extensive progress has been made in the institutionalization of contract education. Efforts should continue to monitor compliance with state and local requirements in the offering of credit contract education courses.

The work experience program is limited and fragmented. Title V requirements are met, but expanded opportunities would more effectively serve vocational students.

The Study Abroad offerings are exemplary and continue to serve as a model for community colleges throughout the state.

PLAN

The College will integrate and broaden the concept of work experience to a cooperative education model which includes paid scholarship support and involves business and industry more extensively. This cooperative education program will be integrated with the planned Occupational Center.

The college will expand its study abroad efforts to include the Soviet Union.

STANDARD 2G

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remains with and is exercised by the accredited institution.

DESCRIPTION

SBCC has engaged in three contractual arrangements to offer educational courses and programs. These are the occupational program in Cosmetology and the Summer Foreign Language programs in Mexico and Spain.

The Cosmetology program contractual arrangement complies with all Title V expectations and has been approved by the Chancellors Office (2F.4). As delineated in the contract, all fiscal responsibility and control remain with and is exercised by the college.

The Study Abroad contractual arrangements are with the Instituto de Estudios, de America Latina (IDEAL) in Cuernavaca, Mexico, and Colegio de Espana, in Salamanca, Spain, to provide intensive language instruction. The Cuernavaca contract is developed directly with IDEAL (2G.1). El Colegio de Espana has been arranged through the Consortium For International Education.
(2G.2)

The College has been involved with IDEAL for twelve years. This arrangement was initially informal and designed to provide SBCC students with a high quality intensive Spanish Language and Mexican culture experience. During the past two years, the College has established more formal terms and conditions for the agreement between the College and IDEAL.

The agreement with El Colegio de Espana has been in existence for two years. The contract for services is with the Consortium for International Education, a recognized group working with colleges and universities to offer study abroad experiences. The contractual arrangement has been thoroughly reviewed by the College Business Manager and is in compliance with Title V and business code expectations.

APPRAISAL

The College has determined that the contractual arrangement with El Colegio de Espana is no longer acceptable. Through the evaluation of the experience completed this past Fall it was determined that terms and conditions of the contract were not being met satisfactorily by El Colegio.

The languages program offered by IDEAL in Cuernavaca is an excellent intensive Spanish language and Mexican culture experience. The College will expand its efforts with IDEAL.

PLAN

- The college's agreement with IDEAL needs to be more formally stipulated with assurances that all education and business code requirements are met.

- The college will terminate its contractual arrangement with El Colegio de Espana and will prepare an RFP for bids to reestablish the program in a new location in Spain.

STANDARD 2H

Non-credit courses and programs, whether offered on or off-campus, are integral to the educational mission of the institution. The quality of planning, instruction, and evaluation for such programs is the same as for credit programs.

All non credit courses and programs are administered through the Continuing Education Division. Non credit courses and programs are discussed below under Standard Five: Community Education and Services.

REFERENCES

2A.1 Mission Statement
2A.2 Statement of Institutional Directions
2A.3 College Catalog
2A.4 Business Development Center Information
2A.5 Curriculum Advisory Committee Policies
2A.6 Schedule of Classes
2A.7 Transfer Achievement Program Information
2A.8 Underrepresented Outreach and Retention Programs
2A.9 English as a Second Language and English Language Study Program
2A.10 Essential Skills Information
2A.11 Disabled Students Programs and Services Information
2A.12 Information on 2+2 Programs
2A.13 Nursing 2+2+2 Information
2A.14 Tomorrow's Teachers Information
2A.15 Assessment/Placement Research
2A.16 Model Practices Grant
2A.17 U.S. News and World Report Article
2B.1 Program Review Policies and Procedures
2B.2 Occupational Advisory Committee Rosters
2B.3 Two Year Planning Guidelines
2B.4 Examples of Institutional Research
2C.1 Articulation Council Information
2C.2 UCSB Transfer Survey
2C.3 Statewide Student Followup System Information
2D.1 Student Planning Guide
2D.2 Departmental Brochures
2D.3 Examples of College Events Mailers
2D.4 Continuing Education Schedule of Classes
2E.1 Examples of course syllabi
2F.1 Flyer on Off-campus Credit Offerings
2F.2 Work Exprience Policies
2F.3 Cosmetology Contracts
2F.4 Study Abroad Information
2F.5 Soviet Union Study Abroad Program Information
2F.6 Study Abroad Terms and Conditions
2F.7 International Education Committee Information
2G.1 Chancellor's Office Letter Approving Cosmetology Contract
2G.2 Contract with Instituto de Estudios de America Latina
2G.3 Contract with Consortium for International Education

Institutional Staff

Standard 3 Committee

Dr. Elaine Cohen, Dean, Academic Affairs; *Co-Chair*
Peter Raschke, Lab Teaching Assistant, Music; *Co-Chair*
Dr. Gary Carroll, Professor, Chemistry
Trish Dupart, Coordinator, Learning Assistance/Tutorial Center
John Eggler, Professor, History and American Ethnic Studies
Karolyn Hanna, President, Academic Senate
William Miller, Professor, Physics
Daniel Oroz, Vice President, Human Resources
Marsha Wright, Personnel Specialist
Deniz Bahtiyarli, Associated Students

STANDARD 3A

The staff is qualified by training and experience to achieve and promote the educational objectives of the institution.

DESCRIPTION

Santa Barbara City College has a faculty and staff that is well qualified by training and experience to fulfill their responsibilities. This is evidenced by their professional preparation and length of service with the college. Among the 173 regular faculty, 28 (16%) faculty members have an earned doctorate. All faculty meet the requirements for their respective disciplines.

The procedure for recruitment and selection of certificated and classified employees (including administrators) is contained in the *Affirmative Action Program Plan* (3A.1) and the *District Policy* for classified, certificated and administration (3A.2). The selection procedures for all employees include a committee format, with women and minorities represented throughout the selection process. Specific job-related criteria are stated in the job announcements for all full-time positions and are verified by reference checks for those selected. The process for selection of faculty was developed jointly by the Affirmative Action Committee and the Faculty Senate Representative Council. The process also includes appropriate legal questions and job-related ranking criteria for use by the interviewing committees. Prior to the selection process, each committee receives appropriate equal employment/affirmative action legal orientation and training. For faculty positions, the job announcements, job-related criteria, ranking factors, and questions are developed by the faculty and department chair in consultation with the Personnel Director/Affirmative Action Officer.

Factors considered in the selection process include experience, credential requirements, education and experience, (the last of which may be preferred but not required). Teaching effectiveness is one of the main criteria in the selection of faculty. Teaching demonstrations are expected as part of the interview process.

The entire selection process is continually being reviewed and monitored by the district's Affirmative Action Officer.

The evaluation procedures are contained in Section 2100 of the *District Policies* (3A.2) and Article 13 of the *CSEA Contract* (3A.3). Faculty evaluation includes peer evaluation, student evaluation, self-evaluation, and administrative evaluation. Teaching effectiveness is the prime consideration for evaluating teaching personnel. In cases of unsatisfactory evaluation, a faculty procedure for re-evaluation, with a program for improvement exists. The management/administrators' evaluation process includes a comprehensive self-evaluation, client survey and supervisor evaluation. The faculty, classified and administration evaluation procedures have served the district well and have been revised periodically. Classified staff are evaluated once each year, full-time and part-time faculty and management every other year.

APPRAISAL

The selection process for full-time faculty and staff has been effective in attracting and selecting highly qualified faculty and staff at Santa Barbara City College. This selection process has resulted in representation of women and minorities throughout the administration, faculty and staff workplace (3A.4). The college is aware of trends in the state, as well as at Santa Barbara City College, which indicate that there will be a number of faculty who will be reaching retirement age during the next 5 - 10 years. This will result in a larger number of retirements and vacancies. With increased competition from other colleges for a relatively limited number of qualified minority faculty applicants, the college will have to expand its recruitment efforts for full- and part-time faculty in order to compete in the changing environment.

In addition, the college is finding it increasingly difficult to recruit candidates from out of the Santa Barbara area due to the area's

high cost of housing. The college has formed a Committee on Staff Housing to explore ways in which the college may facilitate the purchase of housing in the local market by employees. The committee has recommended that the Foundation for the Santa Barbara City College appropriate $150,000-200,000 to implement a shared-appreciation or shared equity mortgage plan. This has been approved in concept by the Foundation and may start in the Fall of 1990. This amount of investment would assist approximately five employees.

Since an increasing number of employees are commuting from out of the area, the Committee on Staff Housing surveyed the employees to determine the feasibility of van pooling to the North County and Ventura. The result was that too few employees showed an interest in such service to make it feasible.

The college is a member of the Coastal Housing Partnership, a consortium of local employers who are seeking ways to work together to alleviate this problem. The CHP has developed a downpayment loan program with a local bank, and is working on a shared equity program.

PLAN

The college will review its *Affirmative Action Program* plan and selection procedures to insure that Santa Barbara City College remains competitive in the recruitment and selection of highly qualified faculty. It will expand its efforts to recruit and select minorities and women.

Increased affimative action attention will be given to the hiring process of part-time hourly faculty members by department chairs.

The Staff Housing Committee will direct its efforts to assist college employees to secure housing , e.g., purchase of apartment buildings for conversion to condominiums, working with non-profit developers to produce new housing at affordable prices.

STANDARD 3B

There is a core of full-time faculty whose primary professional responsibility is to the institution.

DESCRIPTION

The credit faculty of Santa Barbara City College is presently composed of 173 full-time and 315 part-time faculty who are committed to serving the academic needs of the college. Thirty-nine percent (39%) of the teacher load units (TLU's) are taught by part-time faculty. Individual departments have fifty percent or more of their course contact hours taught by part-time faculty. Full-time faculty have primary professional responsibilities in the areas of instructional programs, faculty advising, faculty evaluations, and participation on college committees. The policies delineating these responsibilities are contained in the *Faculty Manual* (3B.1).

In concurrence with the *Education Code*, each permanent faculty member is evaluated every two years. Evaluation procedures, which include evaluation by both peers and students, are outlined in the *Faculty Manual.* In addition, a policy for reevaluation of faculty who have received substandard evaluations is specified. The policies and procedures for evaluation of faculty members are in the process of being revised to comply with the new provisions of AB1725 dealing with peer review and frequency of evaluation.

APPRAISAL

Commitment to educational excellence is evident across the campus, within the classroom, as well as outside the classroom. A sampling of student evaluations of faculty members from several disciplines revealed a very positive response to the quality of instruction on the campus. Reactions of members of the community to the quality of education supports the same . Each year one member of the SBCC faculty is selected by peers to serve as Annual Faculty

Lecturer -- an event that honors academic excellence (3B.2).

The faculty job description requires that full-time faculty be available to students at least five scheduled office hours per week. A master list of office hours is developed and maintained by the Office of Academic Affairs. Some part-time faculty voluntarily hold office hours before and after their classes. Most part-time faculty do not have offices.

A faculty member representing each division is designated as a faculty advisor as part of the matriculation program, and many others are involved in advising their students.

Faculty commitment to the college is demonstrated by involvement and membership on campus committees. Currently all full-time faculty and several part-time faculty serve on 20 standing committees (3B.3). These committees are the fundamental structure of faculty governance in the college. Many faculty serve on more than one committee. Committee assignments are made on an annual basis. Continuity is provided by the long-term service of individuals in areas of their expertise.

Professional and personal growth of the faculty is evident. There are currently 28 faculty with doctorates in their fields. Several faculty members regularly take advantage of sabbatical leaves and instructional improvement grants to pursue activities that enhance professional development and classroom effectiveness. Several faculty members are publishers of journal articles and textbooks in their respective fields and/or participate regularly in activities of professional organizations.

Sharing of information regarding major professional growth activities occurs through announcements in the weekly *College Memorandum* and in the *Instructional Improvement Booklet* published annually. However, many accomplishments of the faculty are not widely publicized across the campus.

The ratio of part-time to full-time faculty has been of concern to the college. Although the use of part-time faculty is recognized as more effective in certain specialized areas, maintaining the level of support to quality programs that is ensured by full-time faculty should be given greater consideration during budget and staffing deliberations. As funds from AB1725 become available, a shift in the ratio toward the proposed 75/25 ratio should be achieved.

PLAN

The evaluation procedures for probationary certificated and hourly certificated faculty will be reviewed and revised by the Academic Freedom & Professional Standards Committee.to ensure consistency with procedures developed for regular tenured faculty and concurrence with provisions of AB1725.

Mechanisms for publicizing and reinforcing professional accomplishments of faculty members should be explored and developed by the Faculty Enrichment Committee, e.g. use of computer bulletin boards.

The *Faculty Manual*, which describes faculty responsibilities will be reviewed and updated by the appropriate academic dean in consultation with the Representative Council of the Academic Senate.

It is expected that the college will hire from 11-13 additional full-time faculty in 1989 and 1990 in order to reduce the ratio of part-time to full-time faculty.

STANDARD 3C

The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.

DESCRIPTION

Santa Barbara City College faculty members have a reputation for excellence in teaching and demonstrate a deep commitment to students, the college and the community. They continue to focus on ways of improving the instructional program and of reaching out to the community.

Full-time faculty members teach 15 TLUs (teacher load units) per semester and make themselves available to students on a daily basis during office hours as stipulated by district policy (3A.2). A faculty member in each division serves as an academic advisor for majors in that academic area. In addition, many faculty members actively participate in SBCC's mentor program for non-traditional students (3C.1). A number of faculty members also serve as advisors to campus clubs.

Each year the college publishes an instructional improvement booklet highlighting the excellent work accomplished by faculty through Faculty Enrichment Committee grants, sabbaticals, conference attendance and the reception of other honors (3C.2). The Sabbatical Leave Committee recommends granting sabbaticals to individuals whose projects will contribute to the professional growth of the instructor in his/her field and benefit the educational program of the college. Each applicant must demonstrate how the proposed activity will maintain or improve the quality of teaching and/or service to students (3C.3). Faculty members are also selected to attend the Great Teachers' Seminar and the NISOD conference on teaching excellence in Austin, Texas. Six SBCC faculty members were honored for teaching excellence at the 1989 conference.

During the past two years 18 faculty have been involved in classroom research projects designed to improve student learning experiences (3C.4).

Faculty members are given the opportunity to teach in international study programs in China, Japan, England, France, Italy, New Zealand, Mexico, and Spain. Faculty also participate in an interdisciplinary honors program (3C.5).

Faculty are active participants in a variety of community activities, among which are the Santa Barbara Symphony, science and art museums, advisory boards, and youth organizations. A Speakers' Bureau brochure is published each year listing faculty members who are available to speak to various groups in the community (3C.6).

APPRAISAL

SBCC demonstrates its support of faculty projects by encouraging classroom research and experimentation. Faculty are encouraged to take advantage of all the staff development activities provided by the college. Faculty members feel stimulated in their teaching by trying new approaches and by working with faculty in other disciplines. The Faculty Enrichment Committee has had limited funds for grants and travel. Classroom research projects funded by the Fund for Instructional Improvement have been successful.

Orientation of new faculty has been supported by lottery funds during the past few years. The orientation has focused mainly on functioning within the college structure and has placed limited emphasis on instruction.

The college's sabbatical leave policy allows 5% of the faculty the opportunity to enhance their professional skills. Faculty response to sabbatical leaves has been overwhelmingly positive. Sabbaticals benefit the department and the college as well as the individual.

Student response to the international study abroad program has been extremely positive. Evaluations show that faculty and students who have participated in the study abroad programs have gained new understandings of other cultures, political structures, educational systems, and natural history.

Faculty members who have participated in the NISOD conference returned with a plethora of teaching ideas and renewed energy.

PLAN

SBCC will initiate an international study program in the Soviet Union in 1990-91.

Orientation of new faculty will be expanded to include activities such as instructional skills workshops and classroom research with AB1725 staff development funds.

The college will explore opportunities to continue classroom research projects after the FII grant ends.

The college will explore opportunities to expand SBCC's participation in NISOD using AB1725 staff development funds.

STANDARD 3D

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning, policy-making and curriculum development. An effective staff development program is provided, and staff participates in its design and its activities.

DESCRIPTION

The college attempts to employ a sufficient number of faculty and staff to provide for an effective instructional program. The Superintendent-President continously monitors the composition and size of the workforce based on ADA and other factors. The workforce has remained stable without layoffs. Personnel assignments are made by selecting the best qualified candidates who possess the necessary education and experience. Classified employees have the necessary technical training, education and work experience.

In addition to teaching, full-time faculty maintain office hours and participate in related college activities. A faculty availability policy is in effect, to insure that faculty are available for student contact during the five-day work week. Faculty develop department plans, curriculum, class schedules, and assist in budget development. These duties and responsibilities are specified in the faculty job description which is contained in the District Policies Manual(3A.2).

The college has an extensive committee system which allows wide participation of faculty and staff in college governance. Each year faculty and staff select appropriate committees on which to serve. Each year committees are convened by October. A chairperson is designated , attendance at meetings is verified, and annual reports and minutes are provided. A list of college committees and their membership is maintained (3B.3).

The college has increased the number of hourly teachers over the years. For example, in 1977-78 there were 190 credit part-time teachers compared to 315 in 1988-89. In Spring 1986, 35.9% of credit TLUs were taught by hourly compared to 39.1% in Spring 1989.

The college provides a wide array of faculty and staff development opportunities and activities based on needs assessments. The college has a formally structured faculty and staff development plan, which is contained in the Faculty & Staff Development Program (3D.1). Most staff development activities are administered by the Faculty Enrichment Committee and the Classified Professional Growth Council (3D.4). Management development is administered by the Personnel Director and the Management Development Committee. A college-wide Staff Development Committee oversees implementation of AB1725 staff development activities.

The Faculty Enrichment Committee, an Academic Senate committee, coordinates faculty and professional development. The committee reviews applications and recommends approval of Faculty Enrichment Grants (3D.3), travel and conference requests (3D.4), inservice speakers for Spring and Fall semesters, workshops and other faculty enrichment activities.

In addition, the Faculty Enrichment Committee publishes the Faculty Voice, a newspaper for faculty news and the exchange of ideas (3A.5). The committee also co-sponsors the philosophy lecture series which features presentations by SBCC staff members.

The district has significantly expanded its use of microcomputers, laser disks, media equipment and other developing technology.

With AB1725 funds, the district has provided substantial support for classified staff training to include inservice seminars on customer service, self-esteem and time management. In the past year sixty-six classified employees received training in basic computer skills, Lotus 1-2-3, and Word Processing. Fifteen classified employees attended various off-campus seminars through AB1725 funds.

APPRAISAL

SBCC with its stable workforce (3D.5) has been able to carry out its mission effectively. The college's reputation for excellence and its aggressive affirmative action recruitment program have attracted high quality faculty and staff. However it is becoming increasingly difficult to recruit quality faculty and staff due to the high cost of housing in the Santa Barbara area.

AB1725 funds have been allocated to the district, and the district is proceeding to hire approximately eleven full-time faculty members, resulting in a decreased number of part-time hourly faculty members. The faculty, through Division Chair Council, will recommend which departments will receive the new full-time positions.

The faculty and staff development program is very active and has wide participation by full- and part-time faculty, classified staff and management.

Some of the current classified job descriptions identify equipment and duties that are no longer needed or used and omit the use of microcomputers and other current technology. The job descriptions of the typist clerk and secretarial series have been changed to include the use of microcomputers and word processing skills.

In light of state and national statistics on the changing demographics of Southern California, the Faculty Enrichment Committee needs to place greater emphasis on improving the success of underrepresented students. The Faculty Enrichment Committee also needs to improve the system for record-keeping and reporting for the new AB1725 staff development funds.

The new Learning Resource Center is open twelve hours per day, Monday - Thursday and eight hours on Fridays. However, there is no permanent classified staff to work evening hours. The facilities are staffed in the evenings with hourly classified personnel.

PLAN

The district will insure that the faculty participate in decisions regarding which departments will receive new positions from AB1725 funding.

AB1725 funds will be used to increase the number of full-time faculty by at least eleven by September of 1990.

The Personnel Department will review job series in the classified unit as positions open in order to revise the current job descriptions to better reflect the college staffing needs and identify the duties currently being performed.

A comprehensive evaluation of current classified staffing needs will be completed by the area dean for all departments affected by the development of the Learning Resource Center.

The Classified Professional Growth Council will develop orientation activities, including a film for all new classified staff.

The Faculty Enrichment Committee will monitor the expenditure of funds allocated for faculty staff development through AB1725 and will prepare annual expenditure reports.

The Faculty Enrichment Committee will provide additional staff development opportunities to further the understanding of underrepresented minorities.

STANDARD 3E

Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

DESCRIPTION

The Faculty Freedom of Expression Policy in the *Faculty Manual* (3B.1) contains the district's statement of its commitment to academic freedom. The policy outlines the rights of the faculty and of the students to express their opinions and ideas within the scope of the classroom activities. Outside the classroom the faculty member has the right to speak and write freely as long as the statements are accurate and recognized as the faculty member's position.

APPRAISAL

The faculty of Santa Barbara City College have a history of safeguarding their right to freedom of expression. The current policy is a revised version of the previous policy and is the result of the input from the Academic Freedom Professional Standards Committee, a review by the faculty, and the approval by the Representative Council of the Academic Senate and adoption by the Board of Trustees.

PLAN

The Faculty Freedom of Expression Policy will be reviewed by the Representative Council of the Academic Senate and revised as necessary.

STANDARD 3F

Personnel policies and procedures affecting staff are clear, equitable and available for information and review.

DESCRIPTION

District personnel policies and procedures have been developed over the years through a consultative process between the faculty, staff, administration and the Board of Trustees. A committee process is used for the development and approval of college policy at SBCC. The four types of committees used in policy development are Academic Senate, Academic Affairs, Student Affairs and college-wide committees.

Policies dealing with faculty matters have been developed or reviewed by the Academic Senate/Representative Council and Division Chair Council. Other policies have been negotiated and established through the collective bargaining process with the Instructors Association and the California School Employees Association. All policies are readily available for review by faculty and staff. The process for development or revision of policies is delineated, and appropriate college committees are assigned to policy development or revision. Policies and handbooks are routinely updated by the Personnel Department, Student Affairs, and Academic Affairs.

District policies and procedures are published in the *District Policies Manual* (3A.2), the Instructors Association contract (3F.1), the California School Employees Association contract (3A.3), the *Faculty Manual* (3B.1), the classified employee handbook *You and Your Job* (3F.2), the *Affirmative Action Program Plan* (3A.1) and the *Handbook for Part-time Lecturers* (3F.3).

To insure that employees are familiar with the policies, the Personnel Department and the Office of Academic Affairs maintain a comprehensive employee orientation program for all employees. Policies are also published in the weekly *College Memorandum.*

Salaries and benefits are set through the collective bargaining process for all credit certificated faculty (Instructors' Association), and permanent classified employees (CSEA). A meet-and-confer process is followed for all other employee groups: non-credit hourly faculty, classified management, supervisory, confidential, and certificated administration.

The District Personnel Department follows a strict policy regarding privacy of information and no personal information is given to an outside party without the approval of the employee or by appropriate court order or subpoena. Confidential personnel files are maintained in the Personnel Department and policies exist regarding personnel files and the release of derogatory materials on employees (3A.2, 3F.1)

The district is an Affirmative Action/ Equal Employment Opportunity Employer and its policy is clearly stated in the district's *Affirmative Action Program Plan* (3A.1). This plan is carefully monitored with annual reports made to the Board of Trustees (3F.4) and is periodically revised by the Affirmative Action Committee. All personnel policies are consistent with the provisions and principles found in the *Affirmative Action Program Plan,* and all employees are hired and advanced in accordance with the plan. Faculty and staff receive inservice training in the areas of cultural diversity, sexual harassment and the understanding of the changing demographics.

APPRAISAL

Current personnel policies are well defined and are widely distributed to the faculty and staff. The *College Memorandum* has been increasingly used to insure that employees are alerted to any substantial change or development of new district policies or practices. The Personnel Department insures that district policies and the various collective bargaining contracts are updated and distributed. The Personnel Department recently developed a new classified employee handbook, *You and Your Job*, which has been helpful in the orientation of classified employees. Many district policies will be revised within the next year to comply with the provisions of AB1725, i.e. faculty evaluation (E.C. 87663); minimum qualifications (E.C. 87359); tenure reform (E.C. 87602-87615); faculty service areas (E.C. 87743.3); and faculty hiring criteria (E.C. 87360). Some of the Academic Senate committees may need to be restructured with the passage of AB1725.

A significant change was made in 1987 when the credit faculty opted to organize collectively for the purpose of negotiating salary/benefits and other conditions of employment. The non-credit faculty members did not organize and continue to meet with the Superintendent/ President directly. The other collective bargaining organization is the California Schools Employees Association. The negotiated contracts for both organizations are in reference (3F.1) and (3A.3).

Three-year contracts were negotiated for the period 1987-90. A decision was made by the Instructors Assocation to negotiate a "thin" contract limiting the scope of subjects to be included in the contract to salary and benefit issues. This permitted the Academic Senate to continue to be responsible for policy development for the faculty (e.g., sabbatical leaves, leaves of absence, work schedules and workload).

It appears that this approach has been well received by both faculty and the district. The Academic Senate and the Instructors Association work cooperatively to determine responsibility for specific policy areas.

The district is facing escalating medical premium costs (18% plus in 1989-90), which is forcing the Benefit Committee to more thoroughly examine all possible benefit plans and programs in an effort to ease the fiscal pressure on the district. The Personnel Benefits Committee is reviewing alternatives to the current "Cafeteria" Plan e.g. eliminating "waivers" and district contributions to tax-sheltered annuities (TSA's), self-insurance, composite premium rates, 3-step premium rates, change medical carriers, dropping income protection and life insurance as a mandatory coverage.

The *Affirmative Action Program Plan* is being revised to comply with the new provision of AB1725. The district has recently improved the overall effectiveness of the affirmative action program in the areas of: (1) AIDS information and policies; (2) an affirmative action applicant flow chart; (3) increased affirmative action advertising budget; (4) out-of-area faculty recruitment; (5) affirmative action advertising for hourly vacancies and (6) development of an "applicant pool." In addition there has been increased involvement and responsibility for affirmative action hiring by the area deans and vice presidents.

The district workforce reflects minority and female participation throughout all workplace job categories (3A.4). Significant gains have been made in the representation of minorities and females in administration and management positions. In the faculty area, there has been less success in increasing the number of minorities. Continued increased efforts will have to be made in the minority recruitment program, especially considering the relatively limited pool of minority candidates.

PLAN

The district will review and revise all district policies to reflect technical changes necessitated by AB1725, i.e., tenure, evaluation, layoff, minimum qualifications and disciplines.

In light of escalating medical insurance costs, the Benefits Committee will explore options to improve the benefits package.

The district will revise its *Affirmative Action Program Plan* as required by AB1725 and will make even stronger efforts to improve minority faculty hiring.

The Academic Senate committee structure will be reviewed by the Representative Council of the Academic Senate and changes made as necessitated by AB1725, i.e., faculty service areas, tenure, hiring equivalencies.

REFERENCES

3A.1	District Affirmative Action Plan
3A.2	District Classified and Certificated Policies
3A.3	California School Employees Association (CSEA)Contract
3A.4	Affirmative Action Work Force Analysis
3A.5	Copies of *The Faculty Voice*
3B.1	Faculty Manual
3B.2	Guidelines for Selection of Faculty Lecturer and Copies of Faculty Lectures
3B.3	Santa Barbara City College Committee List
3C.1	Mentor Program
3C.2	Copies of the Instructional Improvement Booklet
3C.3	Sabbatical Leave Policy
3C.4	Classroom Improvement Grant
3C.5	Honors Brochure
3C.6	Speakers Bureau Brochure
3D.1	Faculty and Staff Development Program
3D.2	Classified Professional Growth Program
3D.3	Faculty Enrichment Grants Guidelines
3D.4	Faculty Enrichment Committee Travel
3D.5	Turnover study data
3F.1	Instructors' Association Contract
3F.2	Classified Employee Handbook, *You and Your Job*
3F.3	Handbook for Part-time Lecturers
3F.4	Annual Board of Trustees Affirmative Action Report, 1988-89

Student Services

Standard 4 Committee

Lynda Fairly, Vice President, Student Affairs; *Chair*
William Cordero, Dean, Student Services
Rita Cameron-Wedding, Dean, Student Services
Keith McLellan, Dean, Student Development
Jane Craven, Assistant Dean, Admissions and Records
Robert Dinaberg, Athletic Director
Janet Shapiro, Director, Disabled Student Programs/Services
Ann Haigh, Admissions and Records Clerk
Deniz Bahtiyarli, Associated Students
Vince Owens, Associated Students

STANDARD 4A

The institution has a systematic procedure for determining the needs for student services and for involving staff and students in developing and evaluating those services.

GENERAL

DESCRIPTION

The SBCC Student Affairs staff has implemented the statewide concept of Student Services Program Review (SSPR). A plan was developed and adopted by the Board of Trustees (4A.1). The plan has a three-year rotation basis which coordinates with the five-year Accreditation process. Each area will have completed its first SSPR by the time it prepares its 1990 Accreditation report.

As part of the college-wide planning process, each department must prepare a two-year plan which includes goals, objectives, new resource requests and justifications. These plans are reviewed by the Student Affairs Deans and the Student Services Advisory committees (EOPS, Financial Aids, Bookstore, Health, Security and Safety, Intersegmental and Transfer Center). The Student Services Advisory Committee meets monthly as part of the college's planning and budgeting process. The committee prioritizes all new resource requests and submits a master list to the College Planning Council (CPC). Students are invited and do participate as full-voting members on all of these committees.

APPRAISAL

The Student Services Program reviews provide a systematic assessment of each department. The review includes student, staff and peer surveys and/or reviews. The recommendations are then subjected to a final evaluation by outside (non-SBCC) evaluators who have expertise and experience in the area being reviewed. The value and effectiveness of the SSPR is determined by the individual efforts of staff and quality of the data collected.

Special efforts have been made to coordinate goals with the Office of Academic Affairs. There is a desire to have a supportive working relationship between the two offices. We work well on joint committees in the areas of Matriculation, PE/Athletics, four-year articulation and transfer education.

PLAN

Student Affairs will strive to become more involved in additional projects and goals of Academic Affairs. The two staffs will work together on such projects as the creation of an Occupational Center, the development of new articulation agreements and the guaranteed admission transfer contracts. There will be increased staff coordination due to the statewide Management Information System, AB1725 accountability requirements and the move to the remodeled Student Services Center.

The staff will encourage participation by Academic Affairs in the Student Affairs staff development activities which would be of benefit to them.

The institutional research efforts of Student Affairs will continue to be coordinated on a college-wide basis. The sharing of results and modifying of college procedures and practices will increase.

Transfer efforts will be developed more fully with faculty advisors and faculty members through the Academic Deans.

It is anticipated that the move to the new Student Services Center will greatly improve the coordination between departments including Assessment and Disabled Student Programs and Services. The staff continues to discuss the plans for accommodating disabled students in the new facility.

ADMISSIONS & RECORDS

DESCRIPTION

The major objective of the Admissions and Records Office is to provide for the admission, readmission and registration of students. Other general objectives include developing and maintaining accurate student scholastic and personal records as well as distributing and keeping accurate information and records for the College's instructional staff.

The Admissions and Records Office is very active. Applications (4A.1) are accepted year round. Registration is a two-month process for each major semester. The program-change period is three weeks long except for Summer (one week).

Although staff are assigned various duties and responsibilities, any one person in the office is able to perform duties specific to any desk. This cross training is invaluable and prevents any work stoppage due to illness, vacations or attrition.

APPRAISAL

During the Summer of 1989, The Admissions Office completed an extensive program review (4A.2). The office compared positively with other colleges and received favorable evaluations by faculty, staff and students.

The staff is well trained, and has three bilingual members. The office is conveniently available 56.5 hours a week.

Survey data have indicated that information provided was both accessible and readable. Comprehensive admissions information is found in the *Class Schedule* (4A.3), the *College Catalog* (4A.4), the *Student Planning Guide* (4A.5) and the *Faculty Handbook* (4A.6). *In* addition, students and faculty receive other information from signs and posters in classrooms, through the public address system in the Campus Center, from specific memoranda, the weekly *College Memorandum* and from the Admissions counter.

Over the past several years, admission and registration of students have greatly improved. Since applications are now available in the *Class Schedule*, and the schedule is produced earlier, students are applying earlier than in the past, thus allowing them to participate in the matriculation activities earlier.

Applications need to be handled more efficiently. Processing, inputting and filing are generally done by various individuals which can lead to mistakes. Some problems could be alleviated by entering applications as students submit them and/or making individual staff members responsible for the processing, input and filing of a group of applications. Although a scannable application might solve some problems, scannable forms also present problems.

Many colleges do not keep applications in folders. Some colleges do not keep folders at all. SBCC's way of maintaining student information needs to be reviewed and changed, if those involved conclude the procedures need to change.

Registration has been greatly enhanced by improvements in both arena and priority registration. Students participating in priority registration speak positively about the process.

Arena registration has been reduced from seven to five days. The majority of the students responding to the arena registration survey (4A.7) found the process simple and 89 percent completed it in less than sixty (60) minutes. With the move to the new Student Services Center, arena registration will be eliminated.

Old student registrations, add/drop cards (4A.8) and instructor records are kept in a small, difficult to access storage space over the typing lab. This space is much too small and difficult to access. These records are routinely disposed of as prescribed by the *Attendance Manual.* Transcript information is available on-line from Summer 1983.

Both student and instructor records are processed in a timely fashion (4A.9). Although

many students desire unit verifications done immediately, it is the office's practice not to complete these until the end of the program-change period.

Attendance data are submitted to the Chancellor's Office three times a year. The first two reports are estimates since generally many instructors have not met their census reporting requirements, and there may sometimes be late schedule changes. The final report is accurate.

The present *Student Characteristics* statistical report (4A.4) and analysis provides valuable information for the College, but as the College's, the community's and the high schools' minority population is growing, separate statistics for minority groups would provide an invaluable tool for analysis and planning. The data collected be more widely dispersed to increase awareness of the changing demographics of the institution.

Although the Student Services Program Review staff satisfaction survey (4A.10) indicated a high degree of satisfaction with the services provided, communication with other departments can be improved. Individual instructors are provided with clear and timely information 4A.11). However, more formal meetings with departments would enhance communication as well as clarify information and expectations.

Ninety-six percent (96%) of students surveyed (4A.2) indicated satisfaction with the service provided them in the Admissions Office.

PLAN

- o During the 1990-91 academic year, the Admissions Office will fully implement an identification card system.
- o The application will be redone to reflect the State Chancellor's Office MIS requirements.
- o Telephone registration will be evaluated further, and a decision as to whether or not to implement it will be made by June, 1991.
- o The move to the new Student Services Building will require that new procedures for registration be developed.
- o More and varied staff development opportunities will be offered.
- o More time will be made available for the office supervisor to transfer information between day and evening staff. Older terminals will be replaced with newer ones, and a second microcomputer will be obtained for use by the Assistant Dean.
- o Communication to students will continue to be improved. More information signs will be placed in individual classrooms, The Channels will be better used, the format and content of the application jacket will be revised and the possibility of a bulletin board or other type of display in the Luria Library will be investigated.
- o Programming requests will be submitted to modify the student records system to allow for greater efficiency in processing student data.
- o Storage of records will be improved. New filing systems will allow greater access to student folders, permanent record cards and attendance accounting information. Archival records will be moved to the new Student Services Center basement. The use of student folders will also be evaluated.

COUNSELING SERVICES

DESCRIPTION

SBCC offers its students comprehensive academic, personal and career counseling services consistent with the mandate of Title V. These services are currently provided by 10 full-time and 7 part-time certificated faculty, 6 faculty advisors, five para-professional special program advisors and 5 full-time classified support staff.

Counseling services are provided through the following program areas: High School and Business Relations, Advanced Students, Honors Program, Faculty Advising, Transfer Center, SBCC-UCSB Transition Program, Career Center, High School Articulation, and Collegiate Articulation, Transfer Achievement Program (for under represented minority students), International students, Veterans, Gender Equity. Sex Bias, and Re-Entry adults. Counseling has primary responsibility for implementation of the Orientation, Advising/Counseling, and follow-up components of Matriculation (4A.12, 4 A.13, 4A.14).

Regular orientation sessions are required for all new matriculating students. Post-enrollment orientation classes and workshops are offered. Orientation sessions are held on local high school campuses and one-day assessment/ orientation/advising held on SBCC's campus have proven quite effective.

Counselors are available five days and four evenings a week, eleven months of the year and five days a week during the month of July. Counselors assist students in developing an academic plan to achieve educational goals and in the selection of courses; assist students in career decision-making through assessment, individual counseling and personal development classes; provide counseling to students experiencing personal crisis; assist students who are in academic difficulty to identify ways to improve their performance; assess student's educational needs and refer them to appropriate support services; articulate the college curriculum with transfer institutions and local feeder high schools; provide orientation to college services, policies and procedures; and assist students in preparing to transfer to four-year universities and colleges.

Regular orientation sessions are required for all new matriculating students. Post-enrollment orientation classes and workshops are offered. Orientation sessions are held on local high school campuses and one day assessment\orientation\advising held on SBCC's campus have proven quite effective.

In the implementation of Matriculation, several steps have been taken to provide efficient means of delivering information to counselors and students. These actions include: homogeneous group advising, computers installed in each counselors office, implementation of a computer-based counseling tracking system, introduction of Project ASSIST and DISCOVER, and installation of a computer-based scheduling system. A "Bar Code" system is currently being introduced to enhance referral follow-up.

The Career Planning/Placement Center assists students in exploring career options and assessing individual goals, values, interests, needs and skills through individual appointments, computer-assisted and instrument-based career assessment, job-readiness workshops, and career-information seminars (4A.15). A comprehensive collection of career information resources is available. A district employee supports part-time and full-time job postings and referral. A State Employment Development Department interviewer is housed on campus and an automated Job Order System is available in the Career Center.

A faculty-advising program has been in place since Fall 1987.

APPRAISAL

The 1987 Counseling Program Review (4A.16) found that students report satisfaction with counseling services with the exception of the availability of counselors. Demand exceeds availability. This is particularly evident from mid-June to mid-July when REGULAR full-time counselors are not on duty.

Strengths of the counseling area include

its focused High School Relations, Transfer Center, Transfer Achievement Program and individual academic advising services. The development of structured support programs has broadened and enhanced the scope and depth of services to students. However, the value and need for basic one-on-one and small group counseling by professional counselors should not be minimized. Maintaining adequate numbers of professional counselors dedicated to direct individiual and group counseling will remain as important as the allocation of counselors to the management of special programs.

In implementing matriculation requirements, counseling has demonstrated considerable progress in the delivery of matriculation components ahead of state-mandated deadlines and in the face of limited resources. For students, one-on-one appointments remain the most desired mode of advising while group advising, introduced in response to Matriculation requirements, is less effective and needs further refinement. In both group and individual advising there is a need more actively to involve students to take responsibility in exploring, deciding and committing to educational goals. The introduction of a computer-assisted counseling lab should be explored. While computer-based systems should enhance the overall quality and efficiency of counselilng services, the increased impact on clerical work load in operating and maintaining these systems needs to be addressed.

Staffing levels have not been adequate to fully and effectively implement matriculation requirements. Increased use of para-professional staff will help but will not replace the need for more full-time and part-time counselors. There has been inadequate clerical staffing at the reception/information counter, a problem accentuated with the addition of computer-based scheduling, reporting and tracking support needs as well as increased student demand for appointments and information. The counseling reception counter is a particularly stressful and crowded environment. This problem should be alleviated in part by the move to the new Student Services building and through the addition and reorganization of classified staff.

While career information resources are adequate and student use of services is good, there is a need for expansion and improved delivery of career planning services, particularly for vocational/technical students (4A.9). While a few counselors have specialized training in career counseling and vocational assessment, all counselors need to be trained and involved in career counseling as an integral part of counseling activity. More pro-active job development services are needed, particularly for completers in vocational/technical programs.

Counselor liaison with instructional faculty and administrative support staff has improved with specific assignments of counselors to majors, programs and committees, and the introduction of a faculty advising program (4A.17).

The Faculty Advising program needs further refinement particularly as it relates to transfer advising. It appears that Faculty Advising is most effective in well-defined vocational/technical programs not emphasizing transfer (4A.18, 4A.19).

In response to the needs of special groups, counseling has hired an additional bilingual counselor, three bilingual para-professional staff and ethnically diverse student workers. The Transfer Achievement Program for under-represented minority students has experienced considerable success. Continued efforts are needed to provide cross-cultural training for all counseling staff.

PLAN

- Additional full-time certificated counselors to carry out required matriculation services will be requested through the district and matriculation budget processes.
- Group advising will be enhanced through the development of mechanisms which more actively involve students in exploration, planning and committing to educational goals.
- Increased use of computer assisted counseling, including the establishment

of a computer assisted counseling lab will be introduced.

- Additional clerical staff and Special Program Advisors will be requested through the matriculation and district budget process to assist with counter services, data management, orientation, group advising, career development and computer assisted counseling services.

- A calendar of professional development activities will be developed and implemented for counseling staff particularly in the areas of career development, group advising and group presentation skills, computer competencies, and cross cultural awareness.

- A re-assessment of college job placement practices, particularly for vocational/technical program completers, will be carried out and a plan including resource needs will be developed in cooperation with Academic Affairs Deans and instructional faculty.

- The Faculty Advising program will be re-evaluated in Spring 1990 and refined to identify effective practices as well as to identify departments where continuation and expansion is desirable.

TRANSFER CENTER

DESCRIPTION

Santa Barbara City College offers comprehensive assistance to students who plan or have the potential to transfer through the Transfer Center which was introduced in Fall 1986 (4A.20,4A.21,4A.22,4A.23). Supporting the Counseling Department and instructional faculty, the center provides direct services to students including:

- Provision of college catalogs, brochures, and articulation agreements

- Transcript evaluation and assistance with course planning

- Advocacy with four-year institutions and college offices

- A calendar of activities including visits by and trips to four-year institutions

- Development of transfer agreements with four-year institutions

- Assistance with university admission applications, housing, and financial aid.

The SBCC/UCSB Transition Program, a jointly funded program since 1982, provides services to students transferring to the University of California at Santa Barbara in cooperation with the Transfer Center and the Counseling Office (4A.25). Under the direction of a full-time certificated employee this program was the first jointly funded program in the state and continues to serve as a model of inter-institutional collaboration. The program provides a concurrent enrollment option, pre--acmission transcript evaluations, articulation agreements with undergraduate majors, a guaranteed admission program, special action advocacy, and admission application assistance and follow-up. (4A.26).

Special activities to increase involvement and transfer of under-represented minority students are provided through the Transfer Achievement Program (TAP) which provides a structured and cohesive set of services from Santa Barbara City College and participating four-year institutions (4A.27). This program is staffed by one ten-month, part-time certificated employee, one part-time, ten-month classified Special Program Advisor. All of the operational budget for this program is secured through external grants from the Chancellor's Office and grants from local business. (4A.28).

Project ASSIST (Articulation System Stimulating Inter-institutional Student Transfer) has been installed and provides network access to 15 counseling offices. This system provides counselors computer access to current four-year institution information, articulation management, and transfer progress checks. The system has been used to research course-taking

patterns of transfer-bound students (4A.29) and is scheduled for regular use by counselors in Fall, 1990.

Development and maintenance of articulation agreements is managed by this office and a data-based inventory system of articulation agreements has been introduced.

APPRAISAL

A recent national evaluation of twenty-eight community colleges found that Santa Barbara City College's transfer effectiveness was well above expected considering multiple college environment factors, and identified Santa Barbara City College Transfer Center programs and services as exemplifying effective practices to improve transfer (4A.29). SBCC has consistently been in the top three community colleges in numbers of total transfers and in the number of underrepresented minority student transfers to the University of California (4A.30). The number of transfer applications has shown a steady increase in recent years (4A.31). The application-to-enrolled ratio needs to improve.

The SBCC/UCSB Transition program has proven to be an effective model of inter-institutional cooperation. A comprehensive offering of services has resulted in an increase of transfers from SBCC to UCSB, particularly in the last three years (4A.32). The University of California, Santa Barbara will no longer be able to jointly fund a full-time program coordinator beginning in Fall 1990, due to fiscal constraints. Also, increased statewide applicants to UCSB and enrollment limits has required UCSB to increase their SBCC transfer guarantee criteria (4A.33). The effect of these decisions will require modified and alternative approaches to address the needs of UCSB-bound transfer students.

The Transfer Achievement Program has been particularly successful since its introduction in Fall 1988. Over 365 students have joined the program which represents more than a 100% increase in under-represented minority student participation in Transfer Center services over 1978-88. However, staffing is insufficient given the scope and potential of this program. With the exception of the part-time coordinator, new funds for this program must be developed annually through external sources. This annual search for external funding through grants has detracted from the availability of personnel to provide direct services to students and places the program in a tentative status dependent on the availability of new grant sources. The necessary staff and space needs have not matched the growth in student participation and management expectations for further expansion of services and student involvement. Additional staff and space are needed. continued support from local business, benefactors, state and federal grants or a substantial commitment of district funds will be needed to sustain and expand the TAP program.

With over 6,000 student contacts annually and growth of program components and number of staff, lack of adequate space has been a limiting factor for Transfer Center programs and services.

PLAN

- Student Affairs will request at least one new half-time certificated articulation officer through the district budget process. If funded, maintenance and development of articulation with four-year institutions will then be carried out. If not funded, reassignment of existing personnel will be explored and top priorities for articulation needs will be defined and maintained.

- College-wide efforts to increase formal program and transfer guarantee agreements with additional four-year institutions will be expanded through direct requests to four-year schools, increased articulation development and visits to key personnel at four-year institutions.

- A full-time certificated TAP coordinator and an additional half-time TAP Special Program Advisor will be requested through the district budget process and through grant support. Alloca-

tion of at least two offices for TAP personnel will be sought through the Student Affairs staff.

- The development of $500,000 in endowment for TAP to annually provide Educational Incentive Grants to 300 students and $50,000 in annual local business support to underwrite personnel and program expenses will be sought with the assistance of the Foundation for SBCC.

- The SBCC/UCSB Transition Program and its personnel will be formally integrated as component of the Transfer Center.

- Budget for a half-time UCSB Transition Program Coordinator will be maintained in the district budget and one half-time Special Program Advisor will be requested through the district budget process to assist with the SBCC/UCSB program and the Transfer Center.

HIGH SCHOOL RELATIONS

DESCRIPTION

The SBCC High School Relations Program was initiated in the Spring of 1985 in order to promote a more positive image of the college in the community, attract underrepresented and high-achieving high school students to the college, ease the transition from high school to college, strengthen ties with local schools, and improve the preparation of local students. The program is coordinated by a full time counselor and supported by SBCC counselors assigned as liaisons to local schools to work with counselors, students and parents to provide information and assistance in enrolling at SBCC. An annual plan of activities is developed each Fall in conjunction with EOPS liaison staff and local high schools to achieve the program goals described above (4A.34, 4A.35, 4A.36).

APPRAISAL

Since first established in 1985, the High School Relations Program has effectively developed activities to achieve the goals described above (4A.37). The following is an assessment of specific program objectives:

A consistent increase in the percentage of local high school students who attend SBCC has been seen, as well as that of the underrepresented student population.

A student "Rep" Program was developed to include SBCC students in outreach and orientation efforts. This activity was funded through matriculation monies. Student reps were not utilized as fully as possible, mainly because of lack of staff to supervise, schedule and provide ongoing training.

A plan was developed to market the high school articulation agreements. This was not fully implemented due to lack of support staff. This needs to become a higher priority in order to market these agreements more effectively.

Coordination of activities with the Cal-SOAP program have targeted under-represented students in effective, innovative ways to bring large and small groups of underrepresented students to the college campus. The most effective have been with Junior High groups which toured specific areas of interest and listened to panels of TAP students.

A sequence of enrollment activities (testing, orientation and priority registration) have been developed for local high school seniors. This has resulted in students applying to SBCC earlier and entering more knowledgeable programs and opportunities. Similar types of activities for students prior to the senior year would create a better understanding of the community college's role in higher education and result in more prepared and informed entering students. Parents need to be better informed about these activities. These activities do not include E.S.L. students.

With a growing Spanish-speaking population locally, bi-lingual presentations for Spanish-speaking parents and students were held prior to special events at the college and at local schools. A bi-lingual newsletter went to high school parents (4A.38). The growing E.S.L. population in the junior and senior high schools needs to be addressed in plans for high school relations activities.

Full enrollment in the SBCC Honors Program was reached in the fall of 1989. In order for this to continue, program/clerical assistance, especially during the summer, needs to be available and the program needs to provide second year courses to keep these students the following year, or market itself as a one-year program.

A growing number of out-of-district students have enrolled in the last 2-3 years. Services to accommodate them have been developed, including one-day testing, orientation, advising and registration, with parent orientation sessions. Weekly campus tours have also successfully met the needs of these families.

A comprehensive Student Planning Guide was developed in 1987 and fully revised in 1989 as a pre-admissions/orientation publication, funded by matriculation monies (4A.5). This has been a valuable component of orientation as well as an effective publication to educate students and parents about the college programs and transfer process.

Consistent communication with high school counselors, faculty students and parents, has been coordinated with Cal-SOAP, and the Articulation Council through direct mailings, newsletters and high school publications in order to avoid duplication, improve the flow of information to parents and communicate regularly with important target groups.

Advanced student enrollment continues to remain at high levels. Mailings promoting the program are sent to students in grades 10 through 12. Information on the program appears in each schedule of classes and most high school publications (4A.39, 4A.40).

The "Questions and Answers" brochure for high school students provides clear, up-to-date information, is low-cost and distributed widely (approximately 5,000 copies per year). An average of 2,500-3,000 inquiries are responded to each year by student reps (4A.41).

PLAN

- A High School Relations Special Program Advisor (SPA) will be hired (19 hours/week) to recruit, train, and supervise the student reps in order to expand the role and responsibilities of the reps so they are more fully utilized, provide additional outreach services, and allow more efficient use of counselor's time.

- This SPA position will also assist in coordinating an expansion of outreach activities to 7-11th grade students and their parents.

- This SPA position will also be responsible for implementation of the marketing plan for high school articulation agreements.

- Parent outreach remains an important factor in student's preparedness. More consistent activities with parents at each school will be developed. Information distributed to seniors will also be sent to their homes.

- An ESL outreach component of the high school relations program will be addressed. ESL testing on high school sites should be explored. Bilingual Special Program Advisors from Counseling and EOPS need to have some time committed to this population, with an emphasis on readiness for college essential skills program and knowledge of SBCC technical training programs.

- The High School Relations program Coordinator will assist in developing a two-year plan with the Honors Program

Coodinator which meets the requirements to transfer to a UC compus in order to market the program to second-year students.

- o A new publication/marketing piece will be developed to promote the college more widely to all potential students and parents.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

DESCRIPTION

EOPS (Extended Opportunity Programs and Services) is a state- and district-funded comprehensive support system for qualified low-income, and educationally disadvantaged individuals. Program criteria mandates that the student be enrolled full-time (12 or more units) and designate a specific vocational and/or transfer goal in order to receive services. The objective of the program is to help students meet their educational goals by offering such services as tutoring, career testing, professional counseling and peer advising. (4A.42)

In addition, the EOPS program offers students the opportunity to participate in the Summer Bridge Program, Internship Project, EOPS Club as well as to receive transition assistance. The CARE program is another important component within the EOPS structure providing assistance to single-parent students in the form of counseling, childcare and access to other EOPS support services. EOPS also provides to the campus and community at large a variety of cultural awareness activities and events such as Cinco de Mayo, Martin Luther King Day, Women's Day and Native American Day.

The EOPS program at SBCC provides eligible students a full range of support services, is closely managed and has an active Advisory Committee which includes members of the community. Co- operation with campus departments vital to the success of EOPS program goals and objectives, is accomplished through the dedication and commitment of an excellent staff. According to the OPR executive summary, EOPS has a "strong, comprehensive program that meets the needs of the student". (4A.43) EOPS has continually developed new ideas to more efficiently serve its students.

APPRAISAL

One self-evaluative measure (4A.44) detailed the necessity of the program securing a full-time counselor, reinstatement of a learning facilitor, expansion of the Internship Program and development of a tracking system for student transition. In addition, EOPS goals and objectives need to be reviewed and rewritten to make them more quanitifiable. A recent *EOPS Operational Program Review* (4A.45) conducted during Fall 1989, found the program to be exceptionally sound, but that the following areas needed to be addressed.

- o Creation of a full-time EOPS Director position.
- o Design of a more accurate documenta tion system.
- o Development of ways to expand the Summer Bridge program.
- o Addition of a full-time counselor.

PLAN

- o Hire one full-time academic counselor by July 1990.
- o Incorporate measureable goals and objectives into the EOPS plan.
- o Analyze alternatives for expansion of the Summer Bridge program.

FINANCIAL AID

DESCRIPTION

The Office of Financial Aid administers a comprehensive financial aid program. SBCC participates in most federal and state student aid programs and provides several kinds of financial support to meet individual student needs. Financial aid is offered to all applicants whose resources are insufficient to pay for their educational expenses. The amount of aid offered depends on the funds available at the time the student completes the financial aid application process.

The *1988-89 Aid Annual Report* (4A.46) shows that the Office of Financial Aid provided a total of $2,712,676 worth of federal, state and local grants, loans, scholarship and employment opportunities for 1,462 financially needy students. The growth of programs offered is evidenced by the fact that the total amount provided and the total number of students served represent, respectively, 2.8 percent and 6.0 percent increases over 1987-88 totals. (4A.47)

APPRAISAL

The majority of financial aid available at SBCC comes from the federal government. Campus based federal funding (College Work Study, Perkins Loan, SEOG) remains relatively constant from year to year but the entitlement programs (Pell Grant, Stafford Student Loan) in conjunction with state funded programs such as Cal Grants and EOPS will provide adequate funding to meet the needs of eligible students. The key to increasing SBCC funding level in these entitlement programs is more effective dissemination of information about them.

The 1988-89 Student Services Program Review conducted by the Office of Financial Aid indicates that SBCC students are generally satisfied with the availability and accessibility of federal and state student aid funds. That same report generated recommendations which included expanding staff, developing group orientation/workshop activities, wider dissemination of written materials and a streamling of procedures.

PLAN

- An assessment of the personnel needs of the Office of Financial Aid will be made to determine the relationship of staff to improved program benefits. This assessment will link staff to increased program benefits.

- Consideration of expanding outreach functions and implementation of default reduction activities will require a staff increase of at least one half-time staff member by July 1, 1990. This position has been requested through the planning and resource allocation process.

- The Office of Financial Aid will review its policies and procedures during Spring 1990 in order to offer a streamlined service delivery system by Fall 1990. Specific activities will include identifying major tasks to be completed as well as a determination of resources available to respond to these tasks. Priority tasks will be identified and resources will be allocated to them.

- An extensive review of office paper flow procedures as well as office automation procedures will be conducted to identify measures of efficiency which might apply. An outside consultant might be used to conduct this review.

- Changing regulatory mandates require the development and implementation of a comprehensive staff development plan and the development of operational procedures by Summer, 1990.

STUDENT ACTIVITIES OFFICE

DESCRIPTION

The Student Activities Office provides a wide range of programs and activities to enrich student life and create a diversity of academic and cultural experiences. The primary areas of responsibility include providing professional direction to the Associated Students and coordinating lectures, forums, entertainment, athletic game productions, cheerleading programs, student activity card sales, and tutorial study rooms. Additionally there is close coordination with several other departments (Intramurals, Health and Wellness Program, Counseling, EOPS, Theater, and Music) to provide co-sponsored offerings. (4A.5, 4A.48)

APPRAISAL

Generally, efforts to increase the diversity and attract participation of underrepresented students in student governance and club programs have been successful. Much of the success is a result of the scholarships offered to high school graduates. Offering scholarships and marketing heavily through special population programs have increased ethnic diversity in student governance. Since the scholarship program is no longer available because of limited funds, it will be difficult and challenging to find other alternatives. Our student leaders continue to take an active role in student governance at the regional and state level. (4A.49)

With increased marketing, the number of housing listings has grown, yet more needs to be done in this area. Student Activity Card sales has reached an all-time high providing more funds for a large variety of co-curricular activities offered through instructional programs. This too has potential for improvement.

PLAN

- Increase income from Student Activity Card sales by five percent next year through increased marketing efforts on campus and increasing the number of businesses that provide goods and services to various instructional majors. In addition, staff will be proposing an "Adult and Senior Citizens Pass" to be sold to the community. If approved, the pass would be offered by Fall, 1990.

- Participation in student governance with a focus on underrepresented students will be maintained and/or increased by developing alternative recruitment programs in the high school by Spring 1991. The staff is currently considering holding some of the Associated Student Senate Staff meetings at each high school site.

- Associated students will be assisted in developing a better financial base by implementing a minimum of one major fundraiser to be held each spring.

- Staff will work closely with instruction to develop programs to improve matriculation and articulation efforts such as the A.S. Tutorial Program in the high schools by Spring 1990.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (CAL-SOAP)

DESCRIPTION

Improving the flow of information about postsecondary education opportunities available to minority and low-income students and raising their achievement levels is the primary mission of the Santa Barbara Cal-SOAP Project (4A.50). Established in 1984, the Santa Barbara Project is one of six Cal-SOAP Projects which is locally

operated by a consortium of secondary and postsecondary institutions. The Santa Barbara Consortium is comprised of the Santa Barbara Scholarship Foundation, Santa Barbara City College, University of California, Santa Barbara, Endowment for Youth Committee, Westmont College, and the Carpinteria Unified School District.

The Santa Barbara Project offers a core set of motivational services to students within the Santa Barbara High School and the Carpinteria Unified School Districts which include: career education, tutoring, campus visits, academic advisement, financial aid workshops, and printed information. These services are currently offered in the 7th through the 12th grades (4A.51, 4A.52, 4A.53, 4A.54, 4A.55).

APPRAISAL

As demonstrated in a survey conducted as a part of the recent Student Service Program Review (SSPR), students expressed a high level of satisfaction with respect to Cal-SOAP activities coordinated with other programs at high school sites and with respect to meeting student needs regarding information, tutoring, advising, and campus visits. General comments from students indicated a desire for more services and a variation of those services. However as program costs increase without corresponding increases in the state allocation, the Cal-SOAP Program is operating at maximum capacity (4A.56).

In addition to the above findings there are areas where more focus will need to be emphasized, such as expanding services through nonconventional involvement with community based groups and organizations (4A.56) and coordinating efforts with the California State University System.

PLAN

- The California State University System, Cal Poly Campus, will become part of the Cal-SOAP Santa Barbara Consortium. Though not contributing cash amounts, the matching and in-kind support proposed will ease some of the financial burdens that the Project is experiencing and offer a diversity of services to students.

- New and existing programs will be implemented to increase parent access and participation. Spring '90 Cal-SOAP will co-sponsor with County Schools and the Santa Barbara High School District the first *Adelante Mujer Hispana* conference whose primary target is mothers and daughters.

- Cal-SOAP services will be evaluated to ensure equal access to program offerings by all targeted students, particularly those students at Dos Pueblos High School.

ATHLETICS

DESCRIPTION

Santa Barbara City College offers a comprehensive intercollegiate athletic program, consisting of eight men's sports and five women's sports. While assisting student athletes in acquiring advanced physical and team skills an emphasis is placed toward progress in obtaining educational goals in a substance free environment. Participation teaches such fundamental concepts as teamwork, responsibility, self-realization, and adherence to standards. (4A.57, 4A.58)

APPRAISAL

The findings of the Fall 1989, self-study survey (4A.59) taken by student athletes show that all of our athletes are full-time students who overwhelmingly plan to transfer to a four-year college. Two thirds of our athletes plan to continue their participation in athletics after they transfer. The students identified the level of coaching they receive at our institution as a recognized strength of the SBCC Athletic Program. Only about three percent of the student athletes

give coaching an unfavorable evaluation. To assure that top quality head and assistant coaches are available to coach our athletes, it is the objective of the department to increase the funding of these positions.

The sports medicine service of the department also received a positive evaluation from the students. The equipment room service received about 20 percent negative responses. Further study is needed to improve service in this area.

The department offers a five step-athletic academic assistance program which consists of academic advising, a college success course for athletes, a mandatory study hall and tutorial service, recognition for good grades, and grade checks. All of the above-mentioned elements of the program were evaluated as helpful by the students surveyed.

In order to facilitate the matriculation of our athletes, it is the department's objective to hire a Special Program Assistant to direct the academic athletics assistance program and Student Academic Assistance Program.

For the past three years, the SBCC Athletic Department has pioneered a drug prevention and intervention program (SAAP) for its athletes. The program has been given national recognition. Kathy O'Connor and Bob Dinaberg, SAAP Committee Members, have given training at several other colleges and given in-service training to Student Services on the program. A questionnaire is given to all athletes each year which indicates that athletes see themselves as having the same or lesser substance abuse problems than other students. Alcohol is the major substance abused with marijuana being a distant second. (4A.60)

Although the department has met several five- and two-year goals in the past years there are some major objectives which still need to be achieved. It is the objective of the department to add the sports of Men's Soccer and Women's Softball. It is the goal of the department to renovate and modernize our facilities by the completion of Phase 2 of the La Playa Stadium Project, to resurface the tennis courts, and to improve the sports pavilion acoustics.

The Men's Basketball Program has been placed on two years probation by the WSC conference for improper subsidization of an athlete by a booster. It is our objective to supplement funding through fund raising for essentials and within the rules of the conference and the state. In an effort to better educate boosters and staff on the rules a brochure has been designed. (4A.62) Distribution of this brochure has occurred to staff, athletes, and all support groups.

PLAN

New resource requests have been initiated through the regular college funding process to employe an SPA, to compensate the PT head and assistant coaches and to implement the sports of softball and soccer. Start up costs for these sports will come from fund raising. Annual golf tournament, and telemarketing fundraisers are planned for supplemental funding. *The CACC Rules & Regulations Every SBCC Staff Member & Friend of SBCC Should Know* (4A.63) is currently in print and has been distributed. Coastal Resource Enhancement Funds have been requested as seed money for La Playa Phase 2 through the County Board of Supervisors. Lottery funding will be requested to improve Sports Pavilion acoustics and to resurface Pershing Park tennis courts.

CAMPUS BOOKSTORE

DESCRIPTION

The Campus Bookstore is centrally located in a building adjacent to the Campus Center. The store is institutionally owned and operated under the direction of the Vice President, Student Affairs. The bookstore makes available for students the necessary educational books, supplies and materials required for classroom use as economically and efficiently as possible. In addition, the store also carries a selection of items imprinted with the College's insignia. The store has regular operating hours which are extended

during the registration period and the first three weeks of the semester.

APPRAISAL

According to the customer survey administered as part of the Student Services Program Review (4A.64) during Fall 1989, 82 percent of those responding felt the bookstore offered the merchandise and products needed. More than 90 percent indicated that the bookstore did a good to very good job in terms of providing the necessary books and supplies for classroom use. A large percentage of staff and students were not aware of all the services provided by the Campus Bookstore.

Almost one-fourth of the students felt the Bookstore hours did not adequately meet their needs. The Bookstore has currently extended its evening hours until 6:00 p.m. Monday through Thursday in an effort to better accommodate students. Following the Fall 1990 semester, the extended hours will be evaluated to determine their cost effectiveness and utilization by students.

Over 60 percent indicated that the amount of time it took to purchase books at the beginning of each semester was too long.

Sixty-three percent stated a preference for a used book instead of a new copy. Almost one-third would like to purchase computer supplies and accessories through the Campus Bookstore.

Responses indicated that students feel the prices charged by the Campus Bookstore were too high. A large number of students also feel the need to purchase textbooks at time of priority registration.

PLAN

Communications will be improved to make the community more aware of the diverse services such as photo processing, availability of postage stamps, computer discounts, buyback of used books, check cashing, AS class notes, availability of other college catalogs, newspapers, graduation and gift items available through the bookstore. A letter will be sent to faculty outlining these services. The *Student Planning Guide* (4A.5) will be revised to reflect these and *The Channels* will be requested to do a story, or a letter to the editor will be sent outlining these services.

Hours of operation will be evaluated and changed if it is determined that this is necessary.

The refund policy will be reviewed by committees and possibly be extended to four weeks from the beginning of the semester.

Plans (4A.65) have been approved to build a new structure with twice the current space. Preliminary conceptual plans have been developed and initial construction is scheduled to begin in December 1990. It is anticipated that the new bookstore will be ready to occupy in December 1991. Currently, working drawings are being done. Construction of the store will take place in accord with available funding.

The store will automate its accounting systems for more effective and efficient handling of its financial operations and install a computerized inventory control system for all of its merchandise.

The offering of computer hardware and software will be expanded. An ATM debit machine to accept American Express will be installed. An earnest attempt will be made to have textbooks available during the priority registration periods.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

DESCRIPTION

Disabled Student Programs and Services (DSPS) provides educational and vocational support services to students with disabilities who are

registered in credit or non-credit classes. In 1988-89, 701 students were served by this department.

DSPS Services may include alternative testing, special parking, notetakers, readers, writers, interpreters, proofreaders, tutors, mobility aides, equipment loan or adaptive listening devices.

Five DSPS Programs are offered by the department:

1. The **LEARNING DISABILITIES PROGRAM** offers assessment, advisement, liaison with the campus or community and classes in learning strategies to maximize success in regular college classes.

2. The **ADAPTED PHYSICAL EDUCATION PROGRAM** offers classes in adapted fitness, athletics, sports and wilderness experience. A college quadriplegic rugby team is sponsored by the "Disabled Isabled Student Club" (DISC).

3. The **HIGH TECH CENTER** provides adapted computer assisted instruction, such as cognitive rehabilitation and training in the use of adapted technology, such as voice synthesized word processing.

4. The **DSPS VOCATIONAL SERVICES PROGRAM** offers instruction in career planning as well as job placement assistance for students with disabilities.

5. The **DSPS COUNSELING PROGRAM** provides specialized advisement, registration assistance, special orientation to the college and liaison with faculty and staff on campus as well as with community agencies for students who are deaf, hard of hearing, blind, low vision, acquired brain injured, medically disabled, learning disabled, developmentally delayed learners and those who have physical disabilities that interfere with mobility.

APPRAISAL

DSPS Programs are evaluated by a peer advisory team from the State Chancellor's office once every five years. The SBCC DSPS Program was evaluated in March 1989. The *Program Evaluation Project* report (4A.66) stated "The Disabled Student Services Program at Santa Barbara City College is an effective, student-responsive organization that is well-integrated into the college community. Students and staff are appreciative of the program...the program provides an atmosphere conducive to success for disabled students."

- The **Learning Disabilities Program** is impacted by dramatic increases in referrals for assessment and the need for alternative screening for limited English speakers.

- The **Adapted P.E. Program** is limited by architectural barriers.

- The **High Tech Center** grant from the Department of Rehabilitation ends in June 2, 1990. As the center transitions to a local funding base there is concern that the center has too few adapted computer stations to generate A.D.A.

- The **DSPS Vocational Services** program is challenged by the need to acquire a match for the Workability grant to rehire the DSPS Job Placement Specialist and the attitudinal barriers to hiring people with disabilities.

5. The **DSPS Counseling Program** is impacted by the needs of deaf students, finding interpreters, arranging accommodations and the increasing number of referrals for alternative tests.

PLAN

Learning Disabilities Program

DSPS will increase the number of Learning Disabilities Assessment Specialists, increase the efficiency of delivery of assessment services and develop a Limited English Speaker/LD screening service.

Adapted P.E. Program

DSPS will develop a solution to provide improved access to all P.E. programs and will establish a community advisory group to assist with developing access goals.

High Tech Center

DSPS will plan the transition of one High Tech Specialist to the district payroll and the other to be funded out of direct excess costs. DSPS will locate funding sources to purchase additional adapted computer stations so that a class of 18 may be seated at one time. DSPS will develop new High Tech curriculum.

DSPS Vocational Services Program

DSPS will identify potential funding sources for the Workability III match and evaluate the possibility of building the match permanently into the direct excess cost budget. DSPS will develop an in-service/outreach plan for employers.

DSPS Counseling Program

DSPS will hire an hourly specialist for deaf students, coordination of interpreter services and accommodations. DSPS will evaluate procedures for alternative tests and locate a room to monitor those tests on a regular basis.

CAMPUS SECURITY

DESCRIPTION

The Santa Barbara City College Security Department was created in Fall 1979. Presently, there is a 60 percent Coordinator, 2.5 permanent security officers, plus 14 officers who work on a part-time basis. Training is provided on a regular basis.

Security officers patrol the campus throughout the day/evening hours. Private security officers help provide security coverage Friday through Sunday, from 11:30 p.m. - 7:00 a.m.

Ensuring that the campus is safe and secure is the primary objective of the department. An on-going Crime Prevention Program educates students and staff about crime prevention techniques. Escort services are provided in the evening. Free on-campus emergency phones posted with security/escort/emergency numbers are available at four locations. A communication system which enables direct communication with the Santa Barbara Police Department has been developed. Another facet of the crime prevention program is utilization of alarms and security devices in high tech areas.

Officers spend a considerable amount of time enforcing the campus parking regulations.

APPRAISAL

Last year the Campus Security Department conducted a very thorough Student Services Program Review (4A.67).

Although an on-going Crime Prevention Program exists, more information needs to be disseminated and more specific objectives developed.

Campus personnel need to be better informed about specific functions of the Secu-

rity Office and how better to use the services provided.

The college has been financially supportive. A recent departmental reorganization resulted in upgrading the evening officer's position. Additional security will be needed as the college's enrollment expands and new parking facilities are developed.

Security coverage for the midnight shift on weekends and special events continues to be a problem. Although several private security agencies have been hired, their services have been unsatisfactory.

Training is a major priority and monthly sessions are held. As all security officers are required to attend, the staff is well trained and competent.

A greater effort must be made to inform evening staff about the procedures involved in contacting security. Staff must also be made more aware of measures to take to avoid thefts. Students' awareness of the Security Office functions and how to contact an officer need to be improved. Greater efforts should be made to make more people aware of the escort and crime prevention programs.

Students and staff are encouraged to report all crimes. However, a greater effort needs to be made to educate everyone.

The lack of parking is a major concern of the entire campus community. The new parking structure will alleviate some of this problem. Efforts with MTD to obtain bus passes to further alleviate parking problems have been unsuccessful. The majority of students and staff indicated they were aware of the parking rules, and felt enforcement of parking regulations were adequate.

Numerous complaints have been made about the evening carpool policy, which allows students who carpool to park on the upper lot.

Numerous students and staff have complained about the safety hazards created by bicyclists on campus. After considerable review of bicycle usage and facilities on the campus, a multi-faceted approach (4A.68) to improve these conditions will be implemented. As bicycle thefts are a problem, the bike plan also includes enhancing bicycle security.

PLAN

The Security Department plans to participate in training sessions for new faculty and staff to ensure that everyone is familiar with the crime reporting procedures for the campus.

Efforts will be made to better educate staff and students about the functions and services of the Campus Security Office by using different vehicles, including college publications, posters in classrooms and escort flyers. Campus maps will be redesigned to point out locations of the Kiosk, Security Office, emergency phones and bike paths. Efforts to increase the visibility of security officers will be explored. The appraisal focused on program goals and objectives, program resources, training, crime prevention, crime reporting, security procedures, parking and bicycles.

A request to increase a security position to full time and a request for two additional hourly staff to patrol this area in the evening will be made. Crime reporting procedures will be outlined for new contract/hourly faculty during new faculty orientations, professional growth for classified staff and in the Faculty Handbook. The placement of informational stickers on campus telephones explaining what to do in the event of emergency/crime situations will be completed. As coverage by private security continues to be a problem, efforts to find satisfactory outside security and/or review other alternatives will continue.

Lighting in the West Campus parking lot will be reviewed when other lighting for that side of campus is appraised to ensure that lighting is sufficient.

A multi-facet approach to improve the bicycle conditions on campus, which focuses on student/staff education, evaluations/updating of existing bicycle plan and enforcement will be

implemented.

The Student Senate will help educate the student body about bicycle regulations. NO BICYCLING signs will be posted at various locations and bicycle lanes will be restriped. Additional bicycle racks were recently ordered. A security officer (work study student) has been hired to enforce the campus bicycle regulations. The creation of a safe area for leaving bicycles will be reviewed.

Further communication with the MTD will be held in an effort to implement a bus pass program for students.

HEALTH SERVICES AND WELLNESS PROGRAM

DESCRIPTION

The Health Services and Wellness Program provides services under four program components:

- o Medical assessment
- o Treatment and referral
- o Mental health counseling
- o Health and wellness education and fit ness appraisal.

The Health Services and Wellness Program, following a national trend in delivery of medical care, has shifted from a simple first-aid treatment and referral mode to a pro-active wellness program emphasizing prevention and health awareness components as well as basic treatment services. (4A.69, 4A.70, 4A.71, 4A.72)

A Registered Nurse provides first-aid treatment, health assessment and referral in the case of accident or sudden illness. Short-term individual mental health counseling is provided to deal with crisis intervention, personal problems, stress management, and test anxiety. Educational services provide health awareness video, printed material, workshops and special events. Fitness appraisal and wellness plans are provided through the exercise science lab.

One full-time program coordinator/R.N., a full-time classified receptionist, two part-time credentialed licensed M.F.C.C. counselors and a part-time classified fitness lab/education program assistant staff this program.

APPRAISAL

Student responses to the Fall 1988 program review survey indicated a high degree of satisfaction with the services and personnel of the Health and Wellness Program. (4A.69).

A positive attribute of this program is its agreements with local hospitals and clinics offering substantial student discounts on medical care requiring a doctor's evaluation. An expanded referral system provides students with improved access to the medical community and increased awareness of health delivery systems. (4A.73)

Increased awareness of educational programs and services is needed. More on-site diagnostic screening should be explored to reduce medical costs to students currently referred to clinics. The feasibility of limited on-site physician hours should be explored. Monitoring of mental health counseling demands and service options is needed as community mental health services, increased out-patient practices and education mainstreaming into the community college of chronically disturbed individiuals increases. The fitness lab is under-utilized. Expansion of this service to the general student, employee, adult education students and community should be explored.

Current facilities are inadequate. It is important that relocation to a new faculity scheduled for Fall 1990 address both space and equipment needs of this program.

Budget for this program, including student accident insurance, is derived from student fees. An annual evaluation of income and expenditures that reflect enrollment patterns, changing medical supply costs and personnel COLA is essential to ensure continuity of service. (4A.72)

PLAN

- Marketing of health wellness programs will increase by wide range display of posters, bookmarks, new brochures and individual contact with key instructors.
- The college will expand community health care agreements by adding optical, dental and pharmacy discounts.
- On campus delivery of basic diagnostic screening such as throat cultures, urine tests and pregnancy tests will be explored as a cost effective option to more expensive community based diagnostic services.
- Expansion of the use of supervised postgraduate counseling interns in the delivery of mental health services will be explored, and, if feasible, implemented.
- Use of physician hours to enhance medical services will be explored and evaluated to costs and priority over other health services and wellness programming.
- Program offerings and costs will be evaluated to assure funding through student health fees are within the budget. Additional funds will be requested through the district budget process if essential program components must be curtailed.

STANDARD 4B

The institution's programs and services support institutional objectives.

DESCRIPTION

Admissions, Registration and Records/Protection of Records

Applications (4B.1) are available and accepted on an ongoing basis. Students may obtain applications by coming in or contacting the Admissions Office. Applications are also found in the *Class Schedule* (4B.2). Recently, the application was reformatted to make it simpler for students to complete. Primary language, ESL and disabilities questions were also added to enable us to learn more about and to assist students.

Priority registration for Fall and Spring semesters is available for matriculating students. Ineligible students or students who choose not to participate are mailed or given appointment cards for arena registration. One day assessment/orientation/advisement sessions are available to new matriculating students prior to Fall semester. Late enrollments are accepted through the third week of the semester, some restrictions do apply.

EOPS and disabled students are given the first opportunity to register (4B.2). New matriculating students must participate in the assessment/orientation/advisement program in order to register for classes.

Without the explicit written consent (4B.3) of the student, student records are not accessible except by authorized college personnel. Exceptions to this include parents of minor children, subpoenaed documents and information requested by a bank in which the student has taken out a student loan. In all cases, the college adheres to the *Family Rights and Privacy Act.*

Records are kept in accordance with the requirements outlined in the *Attendance Accounting Procedures Manual.* Nondisposable records are kept in the office for a certain period of time, then microfilmed and moved to a cramped, inaccessible area in the Administration Building. Students' historical grade data are readily available. Applications and other materials kept in student folders are not maintained after a student has been gone three years.

Student records are maintained in several places. Student folders which contain applications, counseling notes, student petitions, requests for verifications and correspondence are maintained in a fireproof vault in the

Admissions Office. Archival permanent records (academic records for students with semesters prior to Summer 1983) are also kept in the vault.

Instructor records are maintained in file cabinets, then microfilmed and moved to a storage area for five years before being disposed of. Two copies of the microfilms are made. One is kept in the Admissions Office, the other in a fireproof vault in the Accounting area.

Current semester and historical grade information is maintained by the Central Coast Computing Authority and accessed only by a series of passwords. Backup records are kept on tape and maintained in a fireproof vault in the SBHSD main office. Tapes are made daily, but only the weekly backup is sent to the SBHSD.

Student records are accurate, complete and permanent, except in the case of grade changes which are allowed with approval by instructor request or student petition with instructor approval. Grade changes may only be made in the case of instructor or clerical error.

Students' academic history is available on-line from Summer 1983. Grades prior to that time are on permanent record cards, which have also been microfilmed.

Student biographical information is input at time of application. Computer checks for missing application data are done periodically. Select fields are updated at registration and students may request to have personal information changed at any time. This is done on hard copy which is subsequently input into the computer.

Student historical data are updated at the close of each semester.

Some records are maintained permanently in accordance with education code regulations. Others are disposed of in accordance with guidelines for disposable records.

Acceptance of Credits/Articulation

In most instances, the professional counseling faculty make judgments about the acceptance of credits earned at other colleges. These determinations are based upon official transcripts and the catalog from the institution where the course was completed. Ordinarily, if the course work was completed at an accredited institution, the credits are accepted at least as electives. Credits from business and technical schools are not accepted. However, students with credits from such institutions may seek credit by examination for these experiences as well as others that they feel are equivalent to specific Santa Barbara City College courses.

Counselors also determine if a course completed at another accredited institution is equivalent to a specific course at Santa Barbara City College and therefore applicable to requirements for a General Education Certificate, major or Degree. When uncertain about the applicability of a specific course the counselor confers with the appropriate department chair or academic dean.

A counselor is a regular member of the Curriculum Advisory Committee, providing input and feedback on curricular developments and policies that effect the acceptance of credits to and from other institutions.

The counseling staff in cooperation with instructional faculty and academic affairs administration have made major efforts to develop course articulation with four-year institutions. Under the supervision of the Transfer Center, a part-time articulation clerk and a part-time assigned counselor develop and maintain articulation agreements. A computer-based articulation inventory system is in place.

Through recently developed high school articulation agreements in eight program areas, students may satisfy certain Santa Barbara City College course and program requirements through satisfactory completion of high school course work and appropriate exit examinations or evaluations. In these cases, satisfactory completion of Santa Barbara City College courses is treated as credit by examination, with the

appropriate evaluation criteria approved by both the Department Chair and the Academic Vice President. These agreements reduce course duplication, save time for students and provide a process for improved curriculum alignment between local high schools and Santa Barbara City College (4B.4, 4B.5).

In Spring 1986 Santa Barbara City College, Santa Barbara High School District, Carpinteria School District and Santa Barbara County Schools established the Articulation Council to improve the transition of students from high school to Santa Barbara City College, to reduce duplication in course work, student time and district resources, and to establish a more formal connection among these institutions' faculty, administration and programs (4B.6).

Articulation between Santa Barbara City College and four-year collegiate institutions since Fall 1986 has been coordinated through the Transfer Center under the advisement of the Intersegmental Transfer Center Advisory Committee and the Santa Barbara City College four-year Articulation Committee.

Articulation with high schools includes program/major agreements. Articulation with four-year collegiate institutions has included course-to-course agreements, general education agreements, major agreements and systemwide course agreements.

Orientation

Orientation at SBCC is required for all matriculating new and new transfer students. The orientation process is part of a step-by-step enrollment process whereby students receive assessment dates when submitting an application, orientation dates when completing assessment, and registration dates at orientation seessions. A computerized attendance verification process has been in place for two years. New transfer students are required to meet with a counselor to determine assessment needs and do individual program planning.

Local high school seniors receive assessment on site and attend Senior Orientation Days at the college in the Spring. One-day Assessment, Orientation/Group Advising, and Registration seessions are held during the Summer. *Student Planning Guides* (4A.5) are revised each year. Special target groups such as ESL students receive separate orientations. TGIF Day (Thank Goodness I'm a Freshman) is a social interpersonal event which engages students in ice-breaker activities and acquaints them with college locations. Orientation to college classes for athletes and re-entry adults is offered each semester. Post-enrollment orientatioin is provided to ESL students through special workshops and personal development classes.

Needs of Special Groups

EOPS, Cal-SOAP, and TAP are programs with a specific recognition of the special needs of underrepresented minority students and or students who are economically disadvantaged. (See Standard 4A for further information)

TAP (Transfer Achievement Program) was introduced as a means to deliver integrated and cohesive transfer related services to underrepresented students who have the potential to transfer to four-year colleges and universities. As a TAP participant students have access to a number of special services offered by SBCC and participating four-year colleges and universities including advising on financial aid and scholarships, personalized career counseling, campus tours, the development of an individual educational plan and other services which boost incentive and motivation to transfer.

SBCC also has programs which respond to the special interests, academic and social needs of international, veteran and reentry students. The needs of these distinct populations are addressed in the following ways:

The International Student Program at SBCC provides students from other countries with assistance in admissions, orientation and counseling. The program also coordinates social programming through the International Students Association. Such programming includes students representing forty-seven different countries making presentations to local schools, college campuses and community or-

ganizations. Affiliated with the International Students Program is the council of Friends of International Students, a council which consists of a volunteer group of Santa Barbarans who share the common goal of providing a meaningful social experience to SBCC international students. Their efforts include welcoming receptions, short-term housing, field trips and parties.

Veteran Services are provided to certify eligibility for Veterans Administration benefits, inform veterans of V.A. regulations and the student's responsibilities with regard to these regulations. Academic and career counseling is available.

Gender Equity/Single Parent/Homemaker/Re-entry Adults Programs are funded by the Vocational Educational Act (VEA) to recruit and retain students in vocational programs non-traditional for their sex (gender equity) and to assist single parents and homemakers to return to school in a vocational major. The Reentry Student orientation class has been offered each semester to smooth students' transition back to school, and extra orientation services have been offered at a special orientation session twice each year called "Discovery Day." Primarily SBCC provides individual counseling and referral Services, child care stipends, and peer/mentor role models. These programs are also responsible for checking non-discrimination guidelines which might discourage a student from applying to or staying with a vocational program.

Student Activities, Government, Publications

The Associated Students of Santa Barbara City College (ASSBCC) and the clubs represented on the Inter-Club Council (ICC) provide a wide variety of programs, services, and activities. ASSBCC is divided into the Student Executive Board and the Student Senate. All members serve on college committees (Administrative and Faculty Senate committees). Each is a voting member of these committees. A student also serves on the College's board of Trustees as a non-voting student representative. While the student representative cannot vote, he/she has the opportunity to express student viewpoints on all issues that come before the Board of Trustees. Students in ASSBCC are also enrolled in one of two instructional classes. These classes in Personal Leadership require three units of satisfactory course work (those on Executive Board), and two units for regular Senate members.

The Channels, the student newspaper, is published twice monthly by the Journalism students at Santa Barbara City College. The purpose of *The Channels* is to provide the Journalism students with a practical experience and to report the news of the community which the newspaper serves. (4B.7)

A variety of student brochures provide interested students with general and specific information on group activities, programs, services, goals and objectives. (e.g., Student Senate, EOPS, Financial Aids, etc.) These are available throughout the campus and provide students with general and specific information regarding opportunities and services. (4B.8)

Financial Aid, Placement

Although most services in the office of FINANCIAL AID are very traditional, it is notable that in 1988-89 SBCC provided about $2,700,000 in financial aid to approximately 1,400 students in the form of federal, state or local grants, loans, scholarships and college work-study assistance. The Office of Financial Aid in conjunction with the Foundation for Santa Barbara City College, offers several scholarships which focus on providing recognition for students coming from groups who are underrepresented in higher education, ie., ethnic minorities and single parents. (4B.9)

Academic progress standards for students receiving financial aid are higher than those estabished for the student body as a whole. Financial aid recipients must complete at least 75% of the units they attempt with a minimum grade point average of 2.00 in order to remain eligible for financial aid.

Grievance Policies

Published student grievance policies on

sexual assault and sexual harassment as mentioned in the 1989-90 *Student Planning Guide* (4A.5) are available upon request in the Health Services and Wellness Office and the Vice President of Student Affairs Office respectively. (4B.10, 4B.11, 4B.12)

The *Non-Discrimination Policy* may be obtained from the district's Affirmative Action Officer/Director of Personnel Services at SBCC. (4B.13) *The Student Grievance Procedure* is available in the Dean of Student Services office. (4B.14)

Food Services, Bookstore, Housing

Food services are provided by the Hotel, Restaurant, Culinary program. Food service is available in the Cafeteria, coffee Shop, Snack Shop, and Gourmet Dining Room. In addition, the HRC program caters special college events, supplies meals to the SBCC child Care Center and runs the concession stand at football and basketball games.

The Campus Bookstore provides required selections of textbooks and supplies to meet college needs. In addition, items and clothing imprinted with SBCC insignia, snacks, limited sundries, gift items and trade books are also available. During the 1988-89 year, the store grossed $2.1 million, and realized a 11.5 percent profit. An annual contribution of $30,000 is given to the co-curricular budget, and $9,000 to the Student Services Trust Fund.

SBCC is a commuter campus. No housing is available. However, a referral service is provided through the Student Activities Office.

Athletics

An *Athletic Department Handbook* (4A.61)is kept and revised each year. The purpose of this handbook is to assist the athletic staff to conduct an efficient operation. It is intended to be a supplement to the *Faculty Handbook* (4A.6), which covers phases of district policy not covered in this handbook and the Athletic Code of the Western State Conference in conjunction with the Athletic Code of the California Association of Community Colleges.

APPRAISAL

The Admissions Office strives to provide more efficient and effective services for students. Enhancements are continually made to the student records system in an effort to improve services and to follow the matriculation guidelines.

Procedures are always subject to streamlining. Matriculation controls determine who is/ is not eligible to register. The newly implemented scannable drop roster verifies class enrollments and has increased efficiency of dropping students. The new on-line transcript program with its ability to record transcripts sent enables us to track transcripts (4B.15).

Priority registration has been very positive for the college. During the past two semesters, approximately 43 percent of the students participated in priority registration. Once classes begin, students are able to add academic classes through the second week of the semester. Adds in activity and certain other classes are permitted during the third week. Registration post mortem meetings are held each semester to discuss ways to improve priority and arena registration.

The present application procedure requires much staff time for processing during critical periods. Certain data must be input quickly as students' matriculation status must be immediately determined.

Records are kept in accordance with the requirements outlined in the *Attendance Accounting Procedures Manual.* Nondisposable records are kept in the office for a certain period of time, then microfilmed and moved to a cramped, inaccessible area in the Administration Building. Students' historical grade data are readily available. Applicatioins and other materials kept in student folders are not maintained after a student has been gone three years.

Santa Barbara City College's working relationships with University of California Santa Barbara, and California Polytechnic University, San Luis Obispo have resulted in complete up-

to-date articulation. Efforts over the past few years to strengthen relationships with California State University, Northridge, University of California, Los Angeles and the University of California, Berkeley have resulted in increased articulation with these institutions.

Over 575 courses are transferable to the University of California (4A.4). These courses are reviewed bi-annually by the Office of the University of California. Over 1160 courses are transferable to the California State University (4A.4). Determination of the transfer status of these courses is made by the College Curriculum Committee under guidelines established by the California State University Chancellor's Office. In a recent review of the college's California State University transer courses, none of the college's courses were challenged. The college has developed over 430 major, program and General Education agreements with over 58 institutions with a catalog year 1986-87 or later (4B.16).

A common University of California General Education Transfer Core agreement was recently approved by the University of California (4B.17). Santa Barbara City College also has an articulated California State University General Education agreement applicable to all nineteen campuses of the California State University (4B.18). It is the responsibility of each community college to "certify" completion of the California State University General Education Certification pattern when students transfer to the California State University. Present processing procedures need to be refined and simplified to reduce unnecessary paperwork and to improve feedback to students on the status of their certification. The new UC General Education Transfer Core will require the college to certify students transferring to the UC. Procedures and personnel to process UC certification need to be developed.

Academic progress reports provided by the California State University indicate that Santa Barbara City College transfer students perform better than the average native California State University student (4B.19). This indicates that there is both quality instruction and appropriate articulation of courses.

There is a need for improved access to agreements by counselors and greater dissemination of agreements to students. Recent enhancements to Project ASSIST should facilitate on-line access to articulation agreements and evaluation of course work from other collegiate institutions for acceptance to Santa Barbara City College.

Articulation with four-year institutions is the foundation of the college's Transfer Education Program. However, the Articulation Officer role has, for the past several years, been an add-on responsibility assigned to a counselor with many other responsibilities. This level of activity has not met articulation maintenance development needs. Maintenance and development of agreements requires constant attention by personnel familiar with the curriculum, the curriculum development process and four-year institution requirements.

What is needed is increased certificated personnel, who, supported by at least the current half-time classified staff, are focused solely on the development and maintenance of articulation with four-year institutions. Specifically, there is a need to develop and update articulation with California State Universities where there are either few or outdated agreements.

A plan to market high school articulation agreements between SBCC and local high schools needs to be developed and implemented.

To date, problems have not been experienced with current procedures to assure record security.

Only select college employees have access to the student databases. Some of these employees have read only capabilities; others have write capabilities as well. The type of access is determined by the Assistant Dean, Admissions and Records.

A multi-layer system of unique logons and passwords, which can be changed at any time, is assigned each staff member. No access is granted without the appropriate logons and passwords.

With the exception of the disposable records kept in a small storage area in the Administration Building, records or their backups are maintained in fireproof vaults. Only staff have access to these records which are locked when the office is closed.

Requests for grade changes may be instructor or student initiated. (4B.20) These are reviewed by the Scholastic Standards Committee and, if approved, appropriate corrections are made to the student's semester and/or historical records. Grade records are updated in the most expedient way possible. A backlog sometimes occurs during the registration process.

Evaluations of group orientation have been conducted each Fall since 1986. Overall, students found the content and format helpful (4B.21). Students who also attended focused orientation workshops following enrollment were more satisfied with their orientation to college than those who did not. However, post enrollment orientation workshops and credit courses have not been well attended. Considering staff time involved in preparation and marketing of these workshops, greater incentives for student participation should be explored.

Some orientation groups have exceeded 100 students and have been assessed as being less effective than smaller groups. The number of students participating in group orientation needs to be better managed to maintain group size of 50 to 75 students in each group.

Standardization of content and the emphasis in group presentations by different counselors needs to be developed. Counselors need to continually evaluate and refine presentation skills. There should be increased use of overhead transparencies. Efforts to involve students more actively in learning activities as opposed to purely lecture presentations should be explored. The use of classified Special Program Advisors in leading group orientation sessions should be explored to free counselors for small group and individual counseling.

Orientation for new transfer students is carried out through individual 30-minute appointments which include academic advising, and which most often focus on analysis of prior coursework. The number of individual appointments with counselors is limited and demand often exceeds availability. Pre-enrollment group orientation and advising for new transfers has not been effective. Post-enrollment orientation options such as workshops should be marketed more aggressively and strongly recommended for new transfer students as a means to reduce the pressure of pre-enrollment appointment demands.

A student success course designed for all students is needed to provide a larger number of students with college survival skills (4B.22).

The Transfer Achievement Program (TAP) in 1988-89 enrolled 275 underrepresented ethnic minority students. Fifty-eight of these students applied to four-year colleges for Fall 1989. To date, 48 students have been notified that they have been accepted, three were deferred, and two have been referred to other colleges. Two students were denied. Of the students who applied for transfer, 82 percent were accepted.

The International Students Services has a myriad of needs which cannot be adequately addressed at the present staffing level.

The Veterans Program continues to offer a full array of services despite decreased enrollment and funding. Monitoring of unit/program changes and satisfactory academic progress related to transfer and degree requirements will be an ongoing feature of the program. This is presently being done manually.

Individual counseling will continue to be the primary emphasis of the Gender Equity/ Re-entry programs, and there will be an increasing shift to two counselors being available to students throughout the year.

Many vocational majors have shifted over the years toward better gender balance and decreased bias toward minority group involvement. Among these are Computer Science, Graphics, Landscape Horticulture, Nursing. Activities have

been designed to assess and recruit non-traditional students. Campus workshops and other presentatioins related to women's issues have focused on reducing biases as well. College publicatiions and texts have been monitored for gender and thnic bias.

The ASSBCC satisfies the requirements of the ASSBCC charter adopted by the SBCC Board of Trustees in September, 1976 (4B.23), which bestows the privileges, duties, and responsibilites of student government. The legislative branch (24 senators maximum) and the executive branch (A.S. President, student member to the Board of Trustees, vice President, Treasurer, and Secretary) meet bi-weekly. Student Activities and the Associated Students sponsor a broad range of activities, such as noontime entertainment, political candidate forums, voter registration, lecture, blood drives, and cultural and social events. Student participation has generally remained constant and/or increased in the program over the last several years.

Student participation in clubs and Inter-Club Council has steadily increased over the last several years. Much of the success is atributable to staff recruiting new instructors as advisors, and the close working relationship with E.S.L. instructors to develop special population clubs.

The level of student participation in college-wide committees and Associated Student offices hav improved and is qualitatively better as a result of recruitment and training activities.

The Channels has won numerous awards over the years. Eight times *The Channels* has been judged the best community college newspaper in California in the 4,000 and under circulation category. Twice it has won the Columbia Scholastic Press Association Gold Crown, only two other community colleges in the country with such an accomplishment. In addition, it has won the Collegiate Press Association Five Star Rating, the highest rating possible.

The variety of student publication and brochures have been effective tools in publicizing college services and special programs. With increased funding for publications, the quality, format, and effectiveness have improved, especially the *Student Planning Guide* (4A5) and the *Senate Brochure*. (4B.24)

The Foundation for Santa Barbara City College has initiated new fundraising activities to increase the availablity of scholarships for underrepresented students. The Financial Aid Office needs to improve outreach and dissemination of information on scholarship availability and other financial aid services.

The *Grievance Procedure* (4B.14) has been used infrequently but is effective in providing an objective sounding board to students needing assistance in resolving conflicts.

Food service is regularly available while school is in session. due to reduction in the number of students enrolled in the HRC program, only lunch is offered in the Coffee Shop and Gourmet Dining Room. No food service is currently available on West Campus.

The Bookstore has outgrown its present space and is in need of a receiving, holding and storage area for overstock, recorteds and returned merchandise. A buyback area and larger cash register area is also needed. current conditions are crowded. since 1985, the store has grown from $1.3 million to $2.1 million in gross revenues and many innovations have been made.

The Student Activities Office has begun working with apartment management companies to increase the number of listings of rooms, apartments, and houses available.

Through the Articulation Council, eight high school and ROP articulation agreements have been developed as well as 2+2+2 programs in Nursing. These initial efforts indicate that this type of articulation should be expanded (4B.25).

A bilingual publication on high school/college articulation is mailed to local homes twice a year as a means to better communicate with families who are primarily Spanish speaking (4B.26).

Interdepartmental procedures jointly developed between the Academic and Student Affairs Offices for developing and processing four-year articulation have greatly improved understanding and cooperation in managing agreements and in establishing coordinated calendars for curriculum development deadlines (4B.27).

The introduction of a computer-based articulation inventory system has also improved management of agreements. As of Fall 1989 the college had on file over 180 agreements with over 40 institutions with a catalog year 1988-89 or later and over 430 agreements with over 58 institutions with a catalog year 1987-88 or later (4B.28).

The addition of one part-time clerk in 1987-88 and another in 1989-90 has greatly improved the development and maintenance of four-year articulation agreements (4B.29). The Articulation Officer role has been delegated as a part-time assignment to different counselors each year with limited success considering other responsibilities. There is a need for increased focus and attention by certificated staff to the maintenance and development of articulation agreements. At least one half-time certificated person is needed beyond regular counselor and faculty support of articulation.

Four-year articulation agreements have been housed in the Transfer Center which is not currently in proximity to the majority of counselors. Access to agreements by counselors needs to improve.

There is a need to continue monitoring curriculum changes to ensure that new and modified courses transfer and apply to four-year major and/or general education requirements whenever possible.

PLAN

The application will be revised to reflect the new statewide Management Information System requirements. This will be ready for Fall 1990. A scannable application will be investigated.

Upon the move to the new Student Services Building, arena registration will be eliminated and all registrations will be done in the admissions office. A proposal to implement telephone registration (4B.30) at SBCC will be evaluated.

Files will be reorganized for easier access. Files from storage will also be moved to a more accessible storage area.

The Counseling Department and the Transfer Center will develop and refine procedures and allocate personnel for the processing of California State University and University of California General Education Certification.

Complete implementation of the articulation management component of the computer based project ASSIST program will be carried out in 1991-92. This will improve management of credit acceptance and counselor access to articulation agreements.

The Counseling Department will submit a request through the District budget process to hire at least one half-time Articulation Officer to develop and update articulation agreements.

Specific California State Universities and majors will be targeted for developing new and updated articulation.

High School articulation agreements will be marketed to High School students, their parents, counselors and faculty by SBCC counselors, EOPS staff, students and the High School Relations Coordinator in cooperation with the High School Articulation Council. Marketing will include the use of newsletters, direct mail, classroom and special event presentations.

There is no plan to change the processes for maintaining records. Records presently maintained in the Admissions Office will be moved to the new Student Services Center in Fall 1990. A fireproof vault will be available there. Records currently kept in the storage area upstairs in the Administration area will also be moved to the new Student Services Center.

Standardization of orientation content, topic emphasis and format will be developed through an orientation script, enhanced multimedia materials and the introduction of standard student exercises.

An in-service program for counselors will take place each semester to improve their orientation presentation skills.

Procedures to limit group orientation number to a maximum of 75 will be established.

The use of Special Program Advisors as orientation leaders will be explored and, if feasible, emplemented.

Incentives for post-enrollment participation in orientation workshops and courses for new and new transfer students will be explored. If feasible and permissible within matriculation regulations as an option to pre-enrollment orientation, the workshops and courses will be implemented and evaluated.

A new two-unit Student Success course has been designed and two sections will be offered in Fall 1990. The course will be evaluated for its effectiveness and expansion will be determined based on its value and cost.

The **Transfer Achievement Program** will take several actions:

- o Development of a plan which will allow for follow-up services during the summer for those TAP students transferring in the Fall.
- o Identification and expansion of the academic support services for TAP students with low GPA's or on academic probation particularly Math Study Groups.
- o Enhancement of the scope and use of the Student Transfer Task Inventory for increased student involvement in transfer preparation and success.
- o Increasing the number of TPA participants to 500 if additional resources are made available. Otherwise, the program will remain at the current level of 400.
- o Continuation of the International Students Program at current levels until the program is assessed to determine if there can be an increase in the counselor time and clerical support.
- o Include a new Veteran category on the counselor tracking system which will allow follow-up presently being done manually to be done electronically.

The **Gender Equity/Re-entry Programs** will:

- o Reinstate a funded peer role model sork/study position for a non-traditional male of female in one of the imbalanced vocational majors.
- o Offer presentations through the TAP program focusing on gender and cultural biases for transferring students.
- o Offer special information on apprenticeship opportunities in the Career Center in compliance with mandates from the Chancellor's Office/VEA Gender Equity.

Staff will recruit responsible students to participate in student governance utilizing Associated Student officers to recruit form E.S.L. classes and instructors. the number of student activities programs that contribute to cultural and intellectual development will be increased by co-sponsoring and funding nine additional co-curricular activities per year through the Music, Theatre and Athletic instructional programs.

The Channels will add a full-time faculty member solely to handle the duties of publication, will expand existing facilities and will purchase equipment so that the newspaper can be published on campus.

The Financial Aid Office and the Foundation for SBCC will meet more regularly to improve outreach and dissemination of information regarding scholarship availability.

The HRC program plans to reopen the Coffee Shop for breakfast when student scheduling and classroom availability are modified. A snack shop in a trailer will offer food services on West Campus in Fall 1990. A seated service mini-cafeteria is planned for inclusion in the Business Building.

Through the High School Articulation program, there will be an expansion of 2+2+2 articulation agreements with local high schools and four-year institutions.

The Student Affairs staff will assess the need for a half-time certificated articulation officer and if, needed, request funding through the college budget process.

There will be an increase in the numbers of majors articulated with the California State Universities and the University of California Colleges as well as selected in-state and out-of-state independent colleges.

There will be regular updating of established articulation agreements.

Project ASSIST will be used as the primary articulation management data base and as a result, articulation agreements will be more readily accessible to counselors and students.

All new course, course modifications and major requirements will articulate with corresponding programs/majors at four-year institutions whenever possible.

STANDARD 4C

Administrators, counselors, and support staff have the qualifications to provide effective services.

DESCRIPTION

The Student Affairs staff was reorganized in 1983 and has not been substantially modified since then. There has been minimal growth but some staff changes. There are a total of four administrators and five classified management staff (See section on Background Data for organization chart)

New full-time staff have been added in Counseling (one counselor) and Admissions and Records (one clerk) to assist with the additional requirements of Matriculation and to assist with the increase in students.

APPRAISAL

The staff is well-balanced and qualified for the positions held. The staff has made consistent efforts to hire individuals who have bilingual abilities. There are Spanish speaking staff members in Admissions and Records, Counseling, E.O.P.S., Financial Aid, the Bookstore, Security, Student Activities, Athletics and the Transfer Center.

All administrators and counselors hold advanced degrees in either counseling or closely related fields as well as the appropriate California credentials for the types of service they provide.

The entire staff helped to develop and evaluate the *Statement of Institutional Directions.* They clearly understand the goals of the college and how they can contribute to them.

The Student Affairs administrators and the Athletic Director meet every week to share programs, discuss problems and update one an-

other. The meetings are extremely productive in developing a team commitment and contributing to good interrelationships. There is an agenda which is distributed a day or two before the meeting so that all may come prepared for the meeting. Creative solutions evolve regularly during open discussions.

The staff has conducts an on-going effort to nurture a meaningful, working relationship with the administrators in Academic Affairs. The two staffs have created ad-hoc committees to address common issues and concerns which have been quite productive (i.e., Four-year Articulation, the Athletics/Physical Education Committee). The staff believes in working together, being supportive and maintaining a positive student-centered approach.

The new staff development budget has greatly enhanced staff development opportunities. These activities range from college-wide workshops/seminars and conference attendance to special course attendance and consultant assistance.

Staffing is adequate except during peak periods. Additional hourly staff must be hired to handle the huge number of students needing assistance. There continues to be a need for well-trained counselors to meet the requirements of matriculation.

PLAN

- As the departments move into the remodeled Student Services Center, there will be a re-evaluation of the placement of clerical staff to meet the needs of the students. There continues to be a need to have staff with bilingual abilities.

- The staff development funds have been coordinated into a plan which meets the goals of the district and the staff. The plan was developed with input from every department. Consultants will be brought to campus and staff will attend conferences. A special emphasis will be placed on retention efforts, better understanding of cultural diversity, and teaching students to be more responsible for the attainment of their goals.

STANDARD 4D

The institution systematically assesses basic skills and learning achievement.

DESCRIPTION

Santa Barbara City College has adopted the following policy:

> *All new students and new transfer students must be assessed in English and math prior to enrollment unless they have met one of the exemptions approved by the Matriculation Committee* (4D.1).

Students with a physical or learning disability may make arrangements for alternative assessment through the Disabled Students Programs/Services Office.

English as Second Language students are provided placement tests through the ESL Department.

The Career Center offers career/vocational assessment through normed instruments as well as through DISCOVER, a computer-based career guidance system.

In order to verify student eligibility for services, the Learning Disabilities Program employs testing procedures as mandated by the Chancellor's Office.

The College Board Assessment and Placement Test for Community Colleges is used for reading and writing assessment along with a holistically scored twenty-minute essay. Math skills are assessed by the Math Diagnostic Testing Program. For math assessment, students select any one of four levels of tests based on

their math background. Learning achievement is assessed in E.S.L., reading and writing classes through post-testing of skills. Basic math classes are taught using a mastery-learning format.

APPRAISAL

Cutoff scores have been adjusted so that the math, E.S.L., reading and writing tests are more accurate with respect to student placement.

Numerous adjustments have been made in the scheduling of testing times and dates. Day, evening and Saturday sessions are available. The lack of dedicated classroom space for testing has been a problem.

Some curriculum changes have included the creation of a bilingual math program and the initiation of math study groups. The lab component for reading classes has been altered to be an integral part of the class.

Another problem is that the College Board Test does not discriminate well enough for students performing two and three levels below college English. As a result, the English department has to shift a number of students from one level to another at the beginning of each semester. The English Department uses backup testing when students attend their first class to insure that students have been properly placed.

Research studies are being conducted to determine which variables in addition to test scores can be used in determining a student's performance level. A pilot study (4D.2) by the college last year indicated that a self-reported high school grade point average, hours worked and units attempted improved math placement by between 15 to 20 percent.

The math program has been experimenting with using other criteria for placement in addition to test scores. At present, no backup testing is done for math placement, but students can petition if they feel they have not been properly placed.

Testing for study skills occurs in Essential Skills classes but not as part of the pre-registration assessment.

Students are presently able to circumvent taking a reading course by enrolling only in the recommended writing course and in that way move up to English 1 without having addressed their reading deficiency.

There is some concern that the declining enrollments in vocational programs are resulting from the fact that some students entering vocational programs need math and English assessment.

PLAN

- The English Department and Matriculation Committee will address the issue of students who are able to avoid enrolling in reading courses.
- If testing instruments more discriminating at the lower ends of the scale become available, the departments may decide to replace the College Board Test.
- The college will develop a placement procedure that uses multiple criteria.
- The college will refine its assessment procedures as well as assessment instruments and make changes where needed.
- Two committees - the Assessment and Matriculation Committees - will meet regularly to review the program enabling faculty and administration to remain current with the on-going assessment needs of the student population and any needed college-wide changes.
- A newly constructed testing center will soon help alleviate the problem of scheduling space for testing students. The new center will provide a central place for testing including specialized testing for ESL and disabled students.

REFERENCES

4A.1 Student Services Review Plan
4A.2 Admissions and Records Program Review
4A.3 Class Schedule
4A.4 College Catalog
4A.5 Student Planning Guide (1989-1990)
4A.6 Faculty Handbook
4A.7 Arena registration survey
4A.8 Add/Drop cards
4A.9 Verification Request form
4A.10 SSPR Staff Satisfaction survey
4A.11 Instructor's memorandums
4A.12 Student Development Year-end Report (1988-1989)
4A.13 College Catalog
4A.14 Student Development Goals and Objectives
4A.15 Career Planning Center Brochures
4A.16 Counseling Program Review
4A.17 Faculty Advising Plan
4A.18 Faculty Advising Evaluation (1989-1990)
4A.19 Faculty Advising Evaluation (1988-1989)
4A.20 Transfer Center Brochure
4A.21 Transfer Center Year-end Reports (1987-1989)
4A.22 Transfer Center Effective Plan (1989-1990)
4A.23 Transfer Center Two-year Plan (1989-1991)
4A.24 SBCC/UCSB Transition Brochure
4A.25 SBCC/UCSB Transition Year-end Reports
4A.26 TAP Program Brochures
4A.27 TAP Grant from Fund for Instructional Improvement
4A.28 Project ASSIST: Course taking patterns - institutional research project.
4A.29 NETC Report
4A.30 Transfer Statistics Report
4A.31 Transfer Application/Admission/Enrolled Report
4A.32 SBCC/UCSB Transfer Students Report
4A.33 SBCC/UCSB Transfer Guarantee Agreement, 1990
4A.34 High School Relations Two-year Plan (1989-1991)
4A.35 High School Relations Annual Report (1988-1989)
4A.36 High School Relations Plan ((1987-1988)
4A.37 Activity Flow Chart (1988-1989)
4A.38 Sample Bi-lingual Newsletter
4A.39 High School Relations brochures
4A.40 High School Publications
4A.41 Questions and Answers brochure
4A.42 EOPS Program Plan (1984-1989)
4A.43 OPR Executive Summary
4A.44 EOPS Program Review
4A.45 EOPS Operational Program Review
4A.46 Financial Aid Office 1988-89 Aid Annual Report
4A.47 Financial Aid Student Services Pro gram Review
4A.48 Student Activities Program Review
4A.49 Student Government Consitution
4A.50 CalSOAP resource folder
4A.51 CalSOAP Senior Resouce Guide
4A.52 CalSOAP minority recruitment brochure
4A.53 CASHE 3000 Application
4A.54 Motivational booklet for students
4A.55 Motivational booklet for parents
4A.56 CalSOAP Student Services Program Review
4A.57 Athletics Program Review
4A.58 Athletics Two-year Plan (1989-1991)
4A.59 Athletic Department Student Survey Summary
4A.60 Alcohol/Drug Questionnaire summary
4A.61 Athletic Department Handbook
4A.62 Student Athletic Assistance Program Handbook
4A.63 CACC Athletics Rules and Regula tions Every SBCC Staff Member and Friend of SBCC Should Know.
4A.64 Bookstore Program Review
4A.65 Plans for new bookstore
4A.66 Program Evaluation Project Report - DSPS
4A.67 Security Program Review
4A.68 Plan for Bicycle Control
4A.69 Health Services and Wellness Program Review
4A.70 Health Services and Wellness Program Year-end Report (1988-1989)
4A.71 Health Services and Wellness Program

Two-year Plan (1989-1991)
4A.72 Health Services and Wellness Program Budget Profiles
4A.73 Community Services provided by Health Services and Wellness Program
4B.1 Application form
4B.2 Schedule of Classes
4B.3 Consent to Release Records
4B.4 High School Articulation Agreements
4B.5 High School Articulation Procedures
4B.6 Articulation Council Inventory
4B.7 Copies of The Channels
4B.8 Copies of brochures on activities and services
4B.9 Scholarship Opportunities at SBCC booklet
4B.10 Grievance Policy
4B.11 Sexual Assault Policy
4B.12 Sexual Harrassment Policy
4B.13 Non-discrimination Policy
4B.14 Student Grievance Procedure
4B.15 Faculty Procedures memo
4B.16 Articulation Inventory, Spring 1990
4B.17 General Education Transfer Agreement with UC
4B.18 General Education Transfer Agreement with CSU
4B.19 Academic Progress Reports from CSU
4B.20 Request for Grade Change form
4B.21 Student evaluation of orientation
4B.22 Student success course syllabus
4B.23 ASSBCC Charter
4B.24 Student Senate brochure
4B.25 Articulation agreements for Nursing
4B.26 Bi-lingual publication on High School/ College Articulation
4B.27 Joint procedures for articulation/curriculum development
4B.28 Computerized articulation inventory
4B.29 Four-year articulation agreements
4B.30 Proposal for Telephone Registration
4D.1 Policy on exemptions from assessment
4D.2 Research report on effect on placement of high school GPA, hours worked, and units attempted

Community Education/Services

Standard 5 Committee

Dr. Martin Bobgan, Vice President, Continuing Education; *Chair*
Citizens' Advisory Council
Jeanne Graffy, Paul Fritz
Business Development Center
Dr. Mike Kauffman, Director, Business Development Center
Instructors' Association
Ann Ayres, Instructor, Continuing Education
Continuing Education Staff
Dr. Fredith (Sunny) Laub, Dean, Continuing Education
Dr. Tom Travis, Dean, Continuing Education
Ellen Downing, Planning Coordinator
Kris Power, Planning Coordinator
Renee Robinson, Planning Coordinator
Arlene Douglas, Administrative Secretary
Judy Powell, Public Information Assistant
Patricia Chavez-Nunez, Assoc. Professor, English as Second Language
Mark Zacovic, Director, Administrative Services

STANDARD 5A:

Community Education courses are integral parts of the college educational program, intended to serve people whose educational goals do not require college credit.

Note: This section includes material on noncredit, state-supported classes.

DESCRIPTION

The Continuing Education Division has achieved recognition as one of the model programs in the country and has been praised by a number of luminaries in the field (5A.1). Although it is only the sixth largest community college adult program in the state, it is nonetheless the most intensive, most comprehensive, and most community responsive (5A.2, 5A.3, 5A.4, 5A.5).

It is the most intensive because approximately 25 percent of the adult population in the district takes at least one offering in the division during the school year. When one compares the over 35,000 different adults who take classes during the year with the total district population, it exceeds all other such programs in the state. No other program in California has this much per capita participation.

The program is the most comprehensive because it has a greater variety of classes, as indicated by the Chancellor's Office printout, than any other community college continuing education program--in fact, more than the two largest (San Francisco and San Diego) combined.

It is the most community responsive because of the two facts just mentioned and because it uses more community locations and has more organizational cosponsorship per capita than any other such program in the state.

The overall goal of the Continuing Education Division is to "Develop, maintain, and expand, if possible, noncredit programs which will be flexible, diverse, stimulating, and continually innovative in order to serve the learning needs of adults of all ages, abilities, and economic and educational backgrounds in the community" (5A.6, 5A.7). The Continuing Education Division offers noncredit classes that meet the diverse needs of adults from the nine state-funded categories (parenting, basic skills, ESL, citizenship, handicapped, vocational, older adults, home economics, and health and safety education) and a variety of community services offerings (5A.8, 5A.9, 5A.10, 5A.11). In addition, the noncredit program produces a number of musical and theatrical events as well as art and craft shows and fairs (5A.12). During the 1989 Fall term, the division reached an all-time high in number of offerings, 802.

As a single college district with a Continuing Education Division that is the sole public school server of adults, few problems of duplication occur. The two local high school districts have agreed to permit the college to provide classes in ESL, citizenship, basic skills and evening high school. The University of California Extension Division offers its classes for credit and charges high fees. The City Recreation Center and the YMCA sometimes provide duplicate offerings. However, they generally charge higher fees. Within the college, duplication is avoided through regular communication between the credit and noncredit Deans and Vice Presidents. Also, special efforts have occurred in the ESL and business areas.

The division reached a new high of 450 community education instructors during the 1989-90 school year (5A.13). Part-time hourly instructors are selected from a variety of academic, professional and vocational backgrounds in order to offer courses in many different subject areas. Santa Barbara is richer than most communities of its size in writers, musicians, artists, crafts persons, actors, and scientists as well as business, professional and industrial experts, many of whom are willing to teach. In a survey of 433 instructors employed by the Continuing Education Division during Fall term 1989, the occupations were as follows: 124 educators/ teachers; 89 professional persons (defined as attorneys, physicians, psychologists, counselors,

social workers, and engineers); 65 business persons; 41 artists; 12 other occupations; 53 retired; and 49 others. New instructors are suggested from many sources including the Continuing Education Citizens' Advisory Council, professionals in the community, students, and other continuing education teachers. Many on the faculty have been teaching adult courses for many years, and some return to the program periodically. In addition to an hourly teaching staff from a wide variety of backgrounds, the division uses guest lecturers and consultants on a one-time-only basis. Instructors are credentialed, complete a course outline for each course taught, are oriented through the use of a checklist, and are encouraged to attend one of the faculty breakfasts during the year for in-service training (5A.14, 5A.15, 5A.16, 5A.17, 5A.18). The instructors have their own association (Continuing Education Instructors' Association) that represents the group to the Vice President and the Superintendent/President (5D.18). The group is not organized for collective bargaining.

There is on-going coordination between credit and noncredit programs specifically to address the student with special needs, such as the handicapped, limited or non-English speaking, those in need of basic skills, and those in need of a high school diploma. In order to better meet the needs of non-English and limited-English speaking students, the Deans of Academic Affairs and Continuing Education met and developed a philosophy of ESL and identified the purpose of both the credit and noncredit ESL programs (5A.19).

One area of programming which is in a constant state of upgrading is that of computer training. Originally, the district used rented equipment to create the first microcomputer lab. As of 1989, the Continuing Education Division now owns two microcomputer labs, each using a Novell network system. One lab has 25 PC/XT compatibles, and the second has 25 PC/AT compatibles for more advanced applications including desktop publishing. In addition, the Office Skills Center, which once relied primarily upon typewriters for business office related secretarial training, now has 16 IBM compatible microcomputers and 15 Apple Macintosh machines. All labs have current versions of the more popular software with state-of-the-art laser printers. Enrollments in the microcomputer and office skills areas have grown significantly in the past several years as a result of increased use of microcomputers in area businesses.

APPRAISAL

Educators and students alike have commented enthusiastically about the continuing education program. Many citizens have proclaimed it one of the big advantages of being in Santa Barbara, and have stated that class attendance has resulted in many good things having happened to them (5A.20). Appraisals come from people who visit the office, write or telephone to compliment an instructor or course, or, more rarely, to complain. One good indication of the effectiveness of the program is its remarkable growth which has been, over the years, much more rapid than the community's (5A.21).

All courses are evaluated three times a year by the Vice President and the programmers at the time of planning for the next term. All courses are programmed for only one term at a time. Therefore, offerings which have not been successful, judged by attendance, feedback from students, and staff observations, can be revised or dropped. New courses are added to fill changing community interests. This frequency of evaluation helps ensure a vigorous, relevant, and dynamic curriculum. Since attendance is voluntary and no pressure of grades, credits, certificates, or degrees is involved, increasing or maintaining attendance in a class is concrete evidence of the quality of the class and the teaching ability of the instructor. All new courses are approved by the Continuing Education Citizens' Advisory Council and the district Curriculum Advisory Council before being submitted to the Superintendent/President and Board of Trustees.

A most important measure of the quality of course and instruction is the mid-class, end-of-course or end-of-series evaluation forms (5A.22). Teaching assignments are given to all hourly teachers on a one-term basis. Because the continuing education program changes three

times a year, it is possible to evaluate new and veteran instructors frequently to determine which ones are effective, thus maintaining a strong staff and a flexible curriculum. Since ratings are usually "good" to "excellent," the indication is that instruction is highly satisfactory. Santa Barbara is a community rich in resources, and the quality of the faculty is a reflection of the variety and quality of business and professional people in the area, both actively employed and retired. One of the strengths of the faculty is that experts can be credentialed on the basis of paid professional experience, even without academic qualifications. This provides a valuable resource not found at the college level. Hopefully, the new minimum qualifications set up as a result of AB 1725 will permit the future employment of such persons. In addition, the academic community, from the University of California at Santa Barbara, Westmont College, Santa Barbara City College, and the Brooks Institute of Photography, is used to maintain a superior education program.

New teachers require a little time in adjusting to teaching adults, even if they have been professional educators. They must learn new attitudes and approaches and understand the motivation of the adult learner within a short time in order to maintain student interest, or attendance will dwindle. The instructor needs to be directed towards the noncredit, non-degree interest of continuing education students and to be aware of the wealth of experience and knowledge many students bring to class. The hours an instructor teaches for the division are limited because of state regulations regarding permanency. These hours are not enough on which to make a living, and must be supplemented by full-time or additional part-time employment. As seen above, only 49 persons in a staff of 433 are not additionally employed.

Research done by the Santa Barbara Public Library and the Literacy Volunteers of America has demonstrated that there are approximately 11,000 people in the district who are functionally illiterate. Also, figures released by the Immigration and Nationalization Service reveal that there are between 4,000 and 5,000 people who need English language and civics training in order to meet their requirements for amnesty under the Immigration Reform and Control Act (IRCA). (This figure does not include those who are documented immigrants in need of English.) Serving these populations, as well as those in the GAIN program, has become a major goal of the Continuing Education Division. Because of this need, the English as a second language program has more than doubled since 1985, and the basic education, G.E.D., and evening high school programs have grown significantly (5A.23). Special programs for IRCA, GAIN, literacy, and a drop-out prevention program for high school students have been established (5A.24).

While the English as a second language program has grown considerably, due to the amnesty needs, and the basic education, G.E.D., and high school diploma programs have also grown, there are still large segments of the community who are not being served in these areas. This is especially true for those needing literacy training. In an effort to address the need for new recruitment methods, the division participates in a local organization of literacy providers who are working on coordinated efforts to reach those in need of literacy and working on new ideas for recruitment.

Class cancellation is a means of assessing student needs and interest. No money is received for state-supported classes that are cancelled for lack of sufficient enrollment. Also, classes that are cancelled before the end of the term for lack of continued attendance result in disappointment for those who have been attending. Even years of experience do not guarantee a knowledge of what will be successful since seemingly sure-fire courses have failed on occasion while an apparently doubtful offering has had an overflow crowd. However, it can be pointed out that the policy of cancellation is also a strength in that it permits innovative programming. New courses can be tried and, if not successful, can then be cancelled. The important thing is that well-considered new ideas can be tried--and the fact that the program has an average cancellation rate of less than 5% for state-supported classes shows that they usually work.

In 1988, the SBCC Business Develop-

ment Center (BDC) was created with an employer-based training grant from the California Community College Chancellor's office. Upon completion of the grant in December of 1989, the college president has designated adequate funds to insure the continuation of the center. The BDC addresses the education and training needs of current and prospective business owners and operators within the college service area. The BDC also serves as the coordinating office for all business related training requests made to the college, both credit and noncredit. Services of the BDC include training, business counseling, information dissemination, and referrals to other sources for assistance. The BDC offers a series of classes and workshops each term based upon the training needs of local business and industry. These classes are listed in the "Business" section of the Adult Education class schedule. In addition, the BDC is responsible for coordination of contract education and college outreach services to local industries. A summary of the BDC's activities are provided in the BDC Annual Report (5A.25). Since its inception, the BDC has also served as the coordinating office for contract noncredit educational training services for business and industry. This segment of its operation has been earmarked for expansion in the college's two-year plan, and analysis for increased services in this area is currently underway.

During the 1989-90 year, a special cooperative effort was organized to promote enrollment of students from noncredit classes in business office education and business management areas to credit classes in the same areas. Posters and fliers were exhibited saying "Don't Stop Now--Give Yourself Some Credit." Credit classes were established at the Wake Center and enrollment in the credit classes by traditionally noncredit students was encouraged. Additional approaches for cooperation between the credit and noncredit division of the college are currently being studied.

PLAN

The Continuing Education Division will attempt to continue to be the most intensive, most comprehensive and most community responsive in the State: by providing a flexible, diverse, stimulating, and continually innovative curriculum; by providing an informal classroom atmosphere where adults and faculty may freely exchange the knowledge and ideas conducive to the true learning experience; by encouraging adults of all ages, abilities, economic and educational backgrounds to participate and, with their learning, develop a new self-confidence and self- respect through successful educational achievement; by encouraging adults to develop a lifelong interest in new learning as a worthy and rewarding use of leisure time; and especially by encouraging older people to participate in classes of their choice as an important means of keeping themselves mentally active and socially involved.

The division will be flexible enough to offer more or fewer state-funded classes and thus expand or reduce the number of units of ADA generated in order to allow the credit program to grow to a responsible maximum related to the total units of ADA allowed by the state and the needs of the community. Also, the division will explore other offerings and events that utilize both college and community facilities in order to better serve the public. As much care as possible should continue to be taken to see that courses being offered are likely to be well received. The computer program at the Wake Center will expand as needed to fill both the credit and noncredit needs of the community. And the Skills Center will be expanded as finances permit to serve both the credit and noncredit needs of the community. The division is in the process of reviewing its recruitment techniques and is working on the development of a recruitment program for ESL, basic education, and high school diploma classes that will not only seek to recruit new students but will also help to identify barriers to participation and ways to eliminate or reduce those barriers.

The division will continue to search out excellent new talent and potential teachers from the community by continuing to seek advice and suggestions from the forty-member Advisory Council, professional groups, volunteer organizations, business associations, representatives from educational facilities, and local resource people. The division will continue to be aware of important leaders and innovative thinkers in

the community and in the country in order that a balanced presentation of the most provocative and challenging ideas and speakers may be offered. Evaluation of teacher effectiveness in the classroom will continue by means of end-of-course and end-of-series reaction slips (and mid-course evaluations for new teachers), student retention rate based upon attendance rosters, and listening to comments about teachers by students who call, write, or come in. In order to explore further how to improve the program, orientation and in-service training will continue to be offered to instructors; a one-to-one relationship between the programmer and the teacher will be maintained; ongoing information will be provided to the instructors with the monthly Faculty Bulletin and the yearly Faculty Handbook (5A.16, 5A.18); and such services as promotional assistance, classified help when needed, audio-visual services, and reproduction of necessary teaching materials to further enhance the program.

The college has a mutual agreement with the two high school districts (Santa Barbara and Carpinteria) whereby the college is responsible for all community education in the Santa Barbara area. The college intends to maintain a single community education program for the region; otherwise there would be competing entities with a duplication of services and waste of public money.

STANDARD 5B

Through appropriate budget, staffing, and placement in the organizational structure, community service is recognized as an institutional objective.

Note: This section includes material on noncredit state-supported classes.

DESCRIPTION

The Continuing Education administrative staff consists of a Vice-President, two Deans, one Coordinator, two Program Coordinators, one Business Development Center Director, one ESL Supervisor, and one Supervisor of handicapped, infirm elderly and adaptive programs. The administrative staff is supported by classified office, buildings and grounds staff at both the Alice F. Schott and Selmer O. Wake Centers, as well as a clerk at San Marcos High School. The staff performs all of the programming for the division, implements and provides support services for the teachers and their classes, generates the schedule of classes and produces the necessary publicity. Registrars, classroom aides, laboratory assistants, tool keepers, art models, and accompanists are employed as hourly part-time individuals. (5B.1) The division maintains registration and attendance records, plans and administers its own budget, operates bookstores and administers a student body fund. Additionally, the division makes arrangements for classroom facilities throughout the community.

The Continuing Education Instructors' Association meets periodically with the Vice-President of the division to discuss matters of importance to them and to make recommendations on matters of interest to the instructors and suggestions about staff decisions. Monthly faculty bulletins containing items related to administrative policies and decisions are sent to all teaching staff (5A.18).

Periodic staff meetings provide an opportunity for the administration and office staff to discuss policies, practices and programming for the division. The Vice-President meets weekly throughout the year with the programmers to resolve current problems and to evaluate the overall operation of the division. Weekly bulletins containing relevant information are circulated to the entire staff (5B.2).

The Vice-President of the division reports directly to the Superintendent and is a member of the College Council, Superintendent's Staff, President's Cabinet, and the College Planning Committee. The Deans and Coordinator are assigned to serve on other college committees.

The budget for the division is prepared by the Vice-President after input from program-

mers, teachers, staff and advisory council members (5B.3, 5B.4, 5A.8). The budget is based upon income from state-supported and community services classes. The income and expenses balance one another fairly closely.

APPRAISAL

In an endeavor to keep abreast of the community's fluctuating educational needs, the objectives and functions of the division are reviewed annually (5A.6, 5A.7). The review process includes an evaluation of the success in meeting the objectives. The review provides the programming staff with the opportunity to adopt objectives and goals which will more closely conform to the projected community needs. The results of these regular reviews are reflected in the great variety of classes and programs offered each term and especially in the innovative and timely series, seminars, workshops, and forums which are scheduled each year.

The noncredit program has always been vulnerable to the political climate in the State. Whenever financial cutbacks are made, legislators tend to question quickly the value of noncredit classes. Almost every other year there is some financial threat to the noncredit programs throughout the State, and there is continual talk of either elimination or reduction of funding. However, the areas of ESL, citizenship, basic education, evening high school, handicapped, and technical-vocational classes have never been seriously threatened. It is those classes and programs beyond these "protected" areas which have been the object of threatened removal of funding. Hopefully the AB 1725 statement that noncredit education "is an essential and important function of the community colleges" will eliminate future threats to the program.

Communication between the Continuing Education Division and the Main Campus on procedures and policies depends largely upon the bulletins and committee meeting minutes that are circulated. Among those are the weekly *College Memorandum* from the Superintendent/President's Office and minutes from the meetings of the Representative Council and other college committees. In addition, the Superintendent/President meets weekly with the administrators who report directly to him and periodically meets with all faculty members. It is the Vice President's responsibility to keep the division's staff informed on matters pertaining to relevant procedures and policies developed by the Main Campus faculty and administration.

PLAN

To make sure that the objectives and functions remain reflective of community needs, the staff will continue to review them annually while soliciting as much teacher, student, and community input as possible.

The division will continue to provide a large and diverse noncredit program through state funding of the nine categories. If state funding is removed from one or more of the nine categories, the division will charge fees for such classes and market them along with the other community services classes now offered. The division will also continue to seek other funding for students having special needs such as adult basic education, ESL, GAIN, etc.

Historically, the Santa Barbara City College Continuing Education Division has consistently provided the community with an intensive, comprehensive, and community responsive program. A large measure of the success of this type of program lies in the flexibility inherent in the present administrative structure of the division, based upon two critical aspects: (1) the division is somewhat autonomous and separated from the main SBCC campus, and (2) the Vice President of the division reports directly to the Superintendent/President. Close cooperation will continue regarding credit and noncredit ESL, basic education, and business classes, especially in the area of business where there is a potential for duplication. Cross representation by credit/noncredit staff on credit and noncredit committees will insure a cooperative planning effort. In addition, the current course approval procedure must be maintained in order to sustain the dynamic nature of the program.

STANDARD 5C

Institutional policies and procedures encourage use of college facilities by the public.

DESCRIPTION

The Community Services office, under the auspices of the Director of Administrative Services, coordinates and schedules the use of all college facilities for events held on Friday evenings, Saturdays, Sundays, and other times when school is not in session. Facilities on the main campus that are available for community use include: classrooms, lecture halls, a 2,500-seat gymnasium, an all-weather track, a 7,000-seat outdoor sports stadium, a 400-seat theatre, cafeteria, parking lots, patios, and plazas, as well as classrooms, auditoriums, and parking lots at each of the two Continuing Education centers.

These facilities are used for sporting events, theatre events, lectures, meetings, seminars, workshops, dances, dinners, recitals, and as locations for motion picture and print photography.

The Community Services office works closely with the Facilities and Operations, Security, Hotel/Restaurant/Culinary, Physical Education and Theatre Arts Departments in providing clean, safe, and appropriate facilities for community and school use. All requests to use college facilities are submitted on a special form (5C.1).

The Board of Trustees approved a revised fee schedule in September, 1987, which includes four levels of use--College Sponsored, Public Service (Civic Center Act), Cost Covering, and Commercial (5C.2). In addition, the college encourages high school student groups to utilize some college facilities through a special Public High Schools' fee schedule (5C.3).

A *"Weekend Use Schedule"* is distributed to key campus departments weekly(5C.4)

APPRAISAL

The Community Services office receives many more requests for facility use than can be accommodated in the limited times that the facilities are not being used for instructional purposes. In addition, the college and the city of Santa Barbara have a *Joint Use Agreement* for the stadium, track, and gymnasium facilities which gives the City Recreation Department priority use after college events.

For fiscal year 1988-89, the college hosted 829 events with anticipated attendance reported at 158,432 (5C.5). Actual attendance is not audited and, therefore, this attendance figure is most likely optimistic.

PLAN

The Community Services office should continue to provide the high level of service it currently affords the users of campus facilities. As scheduling becomes more intense, additional staffing to ensure a smooth operation should be considered. The Community Services office has purchased scheduling software for its use and expects to be on-line with the program prior to fall, 1990.

STANDARD 5D

Community liaison is developed and maintained through community surveys, public information materials and other appropriate methods.

Note: This section includes material on noncredit, state-supported classes.

DESCRIPTION

The division has a Public Information Assistant who is responsible for the three major publications (*Fall, Winter, and Spring Schedules*) and one minor one (*Summer Session Schedule*), which advertise the noncredit and community services offerings (5D.1). This person is also responsible for preparing press releases, public service announcements, feature stories and advertisements for all late-starting courses, special events and newsworthy items (5A.12).

Fliers for special series are at times mailed or distributed to various community offices and locations to give extra promotion for certain offerings. Bulk mailing is done for division-sponsored summer abroad programs and is sometimes done for special classes.

Student surveys are conducted periodically, with the most recent one completed in the 1989 spring term (5D.2). Information received includes profiles on students, as well as program suggestions and critiques. Because no credit or grade is involved in the classes, students are quite candid about their feelings. During winter of 1990, a survey of local business and industry was also conducted to determine training needs. Results of this survey provided useful information in the design of business-related training programs and classes (5D.3).

Three times during the school year, the programming staff of the division meets with the Santa Barbara City College Citizens' Continuing Education Advisory Council. The council is composed of 40 local citizens representing a cross-section of the community. These men and women are both professionals and non-professionals who are interested in community education and help promote it in the community. Subcommittees of the Citizens' Advisory Council meet to advise and make recommendations to the staff on such matters as curriculum, student body finance, and other matters (5D.4, 5D.5, 5D.6, 5D.7, 5D.8, 5D.9, 5D.10).

Ideas for courses are collected from many sources--new applications for teaching, newspaper and magazine articles, TV programs, suggestions from Citizens' Advisory Council members, other community organizations, students, other adult programs, staff and faculty. The division cosponsors classes with many local organizations each term and has cosponsored classes with over 400 local organizations over the years (5A.2).

The facilities for the Continuing Education Division are located within easy reach of the entire community (5A.4, 5D.11, 5D.12). Other public buildings and private facilities are used as much as possible in order to reach the maximum possible number of citizens. Particular attention is paid to the use of retirement residences and senior centers.

APPRAISAL

The three major schedule publications during the school year are printed and distributed with the Sunday edition of the *Santa Barbara News-Press*. The Sunday edition has a distribution of 49,000 copies. In addition, the schedules are available at Santa Barbara City College, the Alice F. Schott Center and the Selmer O. Wake Center. The schedule contains information on registration procedures, fees, and refund policies. A *Calendar of Events* listing special lectures and late-starting classes is done each month and sent to local magazines, newspapers and radio and television stations (5D.13). Fliers, news stories, newspaper ads, and public service announcements are all used to publicize the program. Special programming on the local

Spanish speaking radio station presents information on ESL classes.

Because of co-sponsorship with so many local organizations during the school year, it is necessary to coordinate publicity releases with these groups. Copies of in-house newsletters and brochure publicity, as well as public media releases generated by these other groups, are cleared with the Public Information Assistant.

A big strength for the program in terms of community input and community liaison is the 40-member Citizens' Continuing Education Advisory Council, formed in 1951, which helps keep the program geared to the interests and needs of the community. The council consists of 20 men and 20 women who are chosen for leadership in many different walks of local life and represent many groups. They provide course suggestions based on their individual knowledge of the area's needs, evaluate proposed curriculum offerings before final approval, and help interpret, advertise, and promote the program in their own spheres of influence.

The facilities of the division are located within easy reach of the entire community. Both the Schott and Wake Centers are one block off of the freeway, one in Santa Barbara and the other in Goleta (5D.14, 5D.15). In addition, up to 86 locations in the community have been used during one term.

Cooperation and communication are very important to sustain and enlarge the use of community facilities so that ongoing programs can continue and new ones can be developed. The Santa Barbara Museum of Art is an ideal example of a relationship between a community organization and the division in which both organizations profit and the community is well served. To sustain this relationship, a Program Coordinator serves on the Art Museum's Education Committee.

The success of the program is a testimony to the fact that good community relations have been developed and sustained and that the staff of the division really has its finger on the educational pulse of the community. There is always room for improvement and the staff desires to serve more of the entire community.

PLAN

There will be a continued effort to evaluate the publicity of the division and to vary it according to need. There will be a continued selective use of fliers, news stories, newspaper ads and public service announcements to publicize the program. Fuller use of local radio and television will be made to reach those in need of literacy and English language training.

However, since the published *Schedule of Classes* is the most potent advertising force for the program, methods for achieving improved quality, format, production, and distribution will be pursued. Also, there will be continued use of the *Calendar of Events.*

There will be a continued use of the Citizens' Advisory Council, as well as encouragement of student response by periodic questionnaires and community response by contact with various local organizations and co-sponsorships.

There will be a continued seeking of more popular locations where the local population can and will attend classes. Public transportation should be convenient to as many community locations as possible. And the facilities should be accessible to the handicapped. Also, rental costs should be as inexpensive as possible. Other ideal relationships in which community facilities are used, such as with the Santa Barbara Museum of Art, Santa Barbara Museum of Natural History and the Santa Barbara Board of Realtors, will be sought (5D.16 through 5D.26).

REFERENCES

5A.1 Quality Indicators/Comments about Program

5A.2 Co-sponsors through Spring Term, 1990

5A.3 Comparisons - Six Largest California Commuity College Continuing Education Programs

5A.4 Community Facilities Used by the Division
5A.5 Status Report of Number of Approved Noncredit Courses in Inventory
5A.6 Goals and Objectives, 1990-91
5A.7 End of Year Report, 1989-90
5A.8 Analysis of ADA Income and Expenses, 1989-90
5A.9 Distribution by Age and Sex of Students, 1989-90
5A.10 Attendance Hours and Percentages of Total Programs, 1989-90
5A.11 Attendance Patterns, 1989-90
5A.12 Media Packet
5A.13 Statistics for Program and Staff for Fiscal Years 1969-70 Through 1989-90
5A.14 Instructor Application Forms
5A.15 Check List for New Instructors
5A.16 Faculty Handbook
5A.17 Hourly Instructors' Salary Schedule, 1990
5A.18 Faculty Bulletins
5A.19 ESL Programs
5A.20 Comments from Students
5A.21 ADA Report
5A.22 Student Evaluation Forms
5A.23 Five Year Studies
5A.24 Special Programs Report
5A.25 BDC Annual Report
5B.1 Continuing Education Division Organization Chart
5B.2 Staff Bulletins
5B.3 Budget, 1990-91
5B.4 Continuing Education Division Total Annual Expenditures, 1971-90
5C.1 College Facilities Form
5C.2 Facilities Use Categories & Fee Schedule
5C.3 Public High Schools' Facilities Fee Schedule
5C.4 Weekend Use Schedule
5C.5 Summary Use of Facilities
5D.1 Schedule of Classes, 1989-90
5D.2 Student Survey, Spring 1989
5D.3 Business/Industrial Training Needs Survey
5D.4 Advisory Council Membership
5D.5 Advisory Council Minutes
5D.6 Curriculum Committee Minutes
5D.7 Finance Committee Minutes
5D.8 Advisory Council Handbook
5D.9 BDC Advisory Committee Minutes
5D.10 ESL Advisory Committee Minutes
5D.11 Map of Selmer O. Wake Center
5D.12 Map of Alice F. Schott Center
5D.13 Calendar of Events, 1989-90
5D.14 Selmer O. Wake Center Dedication Brochure
5D.15 Alice F. Schott Center Dedication Brochure
5D.16 Programmers' Statistics, 1989-90
5D.17 Room Schedules
5D.18 Instructors' Association Constitution
5D.19 Instructors' Class Rosters

5D.20 Course Outline Form
5D.21 California Community Colleges Course Aproval Form - CCC 456
5D.22 Affirmative Action Reports - Instructors
5D.23 Affirmative Action Reports - Classes
5D.24 Certificates of Completion
5D.25 Evening High School Handbook
5D.26 GED Testing Program

Learning Resources

Standard 6 Committee

Arthur Albanese, Instructor, English; Director, Computer Writing Lab; *Chair*
Catherine Carbon, Library Technician
Trish Dupart, Director, Learning Assistance/Tutorial Center
Dr. George Frakes, Professor, History; Member, Library Committee
David Kiley, Coordinator of Library Services
Conrad Weiler, Professor, Biology; Chair, Computer-Assisted Instruction (CAI) Committee
Dr. Ann Wilkinson, Instructor, English, Member, Library Committee
David Wong, Supervisor, Media Services

STANDARD 6A

Learning resources, print and non-print library materials, media equipment, facilities and staff are sufficient in quantity, depth, diversity, and currentness to support the institution's educational offerings at appropriate levels.

ELI LURIA LIBRARY

DESCRIPTION

The Eli Luria Library was newly constructed and opened for student use in September 1989. The building is shared with the Learning Center, Reading/Study Skills Center, CAI Lab and Writing Labs, all of which are located together in one wing. The library side of the building provides square footage in excess of the LRACCC (Learning Resources Association of California Community Colleges) recommended standard, and there is ample expansion space for future collection growth.

Library materials are purchased based on faculty and student recommendations, as well as recommendations of professional librarians assigned collection development responsibilities. This results in a collection that is balanced and reflects the nature and level of curricular offerings.

Access to on-line databases (DIALOG and WILSONLINE) is available to students and faculty without charge and is relatively heavily used. Three librarians have received basic or advanced DIALOG training. However, this service is funded by lottery money which won't be available after this year. The Infotrack CD-ROM indexing system was introduced in 1987 and has been very successful.

All library collections are on open stacks with free access. The 3M Tattle Tape security system was installed in 1988 to replace the obsolescent Sentronic system and the strips are installed in all cataloged books and high risk periodical and index issues. Microfiche holdings of back issues of periodicals have been greatly expanded to increase availability, and there are sufficient readers and reader-printers for their use. A new combined Library/LRC Handbook is available in English, and a Spanish translation is being printed. A new serials list was completed in fall and distributed to neighboring libraries.

The card catalog was replaced with the VTLS on-line system in January 1990. About 97% of the collection is in machine readable form and retrospective conversion work is in process. The VTLS catalog will have dial-up access for students and faculty with PC's. For the past two summers Lottery money has been provided to catalog the Learning Center collection. All the commercial and some of the locally produced videotapes have been catalogued. These titles now need to be run through OCLC or input directly to VTLS.

Faculty Development Funds were provided in Summer 1989 for a reference librarian to work on a self-paced library instruction program and this work is continuing with the goal of offering a course through Essential Skills in 1990-1991. The concept of such a program has been endorsed by the English and Essential Skills departments. Library tours and introductions to resources and tools for library use, customized for particular classes, are offered already and used by many different instructional areas.

The faculty is very closely involved in the book selection process, and book reviews and publishers' announcements are regularly distributed to them. Student suggestions are also encouraged. The Library's book selection policy was rewritten in 1989 and approved by the Board of Trustees, and there is also a board-approved deselection pol-

icy. When the new selection policy was approved, a memorandum was sent to all full- and part-time faculty announcing the relevant details. In addition, the librarian speaks at orientation meetings for new faculty stressing the need for faculty involvement in selecting new titles and reviewing the collection in the faculty member's area of expertise and withdrawing inappropriate older items. New Book Lists are sent monthly to all departments for circulation among their faculty members.

Library hours are 7:30 a.m. to 10:00 p.m. Monday through Thursday and 7:30 a.m. to 4:30 p.m. on Friday for a total of 67 hours--longer than any other service area on campus. In addition, the Library is open for two Sundays (1:00 p.m. to 5:00 p.m.) near final examination periods.

Interlibrary loan service was switched over to the OCLC system in 1988-1989 and use of the service is regularly suggested to students and faculty when time constraints aren't a problem.

APPRAISAL

The top library priority in the two-year plan is to increase the budget for library materials. The physical facilities are outstanding and staffing is approaching adequacy, but the third pillar of library service--collections--needs strengthening.

The collection size is significantly below the LRACCC 1983 Standard for an FTE enrollment of 7,000-9,000 even at the mid-level of "good":

	Current Periodical Subscriptions	Other Written Materials
Standard	860	109,000
SBCC	435	81,695
Difference	425	27,305

The library materials budget has remained relatively unchanged since 1986-1987, while costs have increased substantially. State instructional equipment funds in the amount of $24,000 were made available in 1990 for library materials, but without dependable, on-going funds it appears that fewer items will be purchased each year.

According to a California Library Association study conducted in Fall 1989, community college district funding for library materials increased 16 percent from 1987/1988 to 1988/1989 (or 65 percent if state funding is included). SBCC was one of only 37 libraries in 1988-1989 not spending any state funds for books or periodicals (because the Library state funds were spent for LAC equipment for the new building), and according to the CLA study, SBCC ranks 52nd out of 107 California community colleges based on the print budget per student. There have been numerous student and faculty requests for additional journal subscriptions, expansion of the book collection, and additional Infotrack systems.

The tenuous status of on-line searching is a major concern especially since it helps fill the gaps in the collection of printed indexes. The successful Infotrack indexing system needs to be expanded to cover new areas and to reduce the waiting time for students wishing to use the system.

Access to the library and its collections is good at present and work is in progress in several areas to improve it. The various components of the VTLS system will present an exponential increase in access and ease of use and a great deal of staff time and effort has gone into preparing for this system.

The most recent library statistics for 1988-1989 (which covers the last year in the old building) show a 23% increase in reference and information questions to 9,673; 90 library tours/class presentations; total circulation of 35,345 (which was an increase of 9.3% over the previous year) and a building turnstile count of 280,723. These statistics show

high and increasing use of the library and its resources.

There have been student requests, both now and in the past, to have the library open on weekends. When the library was open on weekends, use was very modest and most use was as a study hall. Both the Santa Barbara Public Library and the University of California, Santa Barbara library are readily available for use by our students, have large collections, and are open on weekends. We presently are regularly referring students to these other libraries and have access to their collections via the microform Black Gold catalog and the MELVYL on-line catalog.

The book selection process appears to be working well. Professional librarians are assigned to do collection development for those departments that are less involved in selection, and several departments have indicated plans for a comprehensive review of the collections for their areas. Policies for selection and deselection are current and well publicized. However, the lack of funds to build up the reviewed areas is a problem.

PLAN

- The on-going process of implementing VTLS will bring with it an inventory of the collection which will be helpful in identifying lost and stolen titles and making the on-line catalog actually representative of books that are on the shelves.
- A comprehensive outline of needs will be prepared. Coordination will take place with the Foundation for Santa Barbara City College to obtain funds from the Friends of the Luria Library. Other needs will be submitted through the college's budgeting process. Primary needs will include funding for on-line searches, CD-ROM indexes and other materials.
- A special project to review the collection based on the new edition of Books for College Libraries will continue to identify gaps and result in specific requests for funds.
- The VTLS system installation will be completed and instructional tools will be developed to assure its full use.
- A self-paced library course will be implemented.
- The cataloging workflow will be assessed to regularly include Learning Center materials and to get those already catalogued into VTLS.
- The VTLS system will be publicized and more cooperation with the Learning Resource units will be planned to increase library use.
- The pamphlet files will be cross-referenced in the VTLS catalog along with references to LRC units.
- The Library staff will investigate the possibility of weekend hours.
- A set of criteria will be developed to determine the periodicals to be added to the collection to support adequate faculty preparation and students' research.
- Issues of equity among departments and disciplines concerning monies for library purchases will be addressed.

COMPUTER WRITING LAB

DESCRIPTION

With the completion of the Eli Luria Library and Learning Resource Center in the Fall of 1989, two Macintosh computer labs were opened

in the new building. The larger of the two is the Computer Writing Center which contains thirty-two networked Macintosh SE computers, thirty of which are for student use and two for lab administration, and four Laserwriter II printers. To use the Computer Writing Lab, students must enroll in English 80A, Composing and Revising on the Microcomputer, a lab class which gives a student one half unit of credit for every twenty-five hours in the lab up to fifty hours, though many students put in far more than fifty hours.

Until last year, the Computer Writing Lab was open only to students enrolled in freshmen composition who were required to enroll in English 80A. Now any student may enroll in English 80A to complete written assignments for any class on campus while English 80A is no longer required of all students in freshmen composition. As predicted, the Computer Writing Lab has been quite popular. By the ninth week of the Fall 1989 semester, 936 students had registered to use the lab. Students accumulated more than 17,000 hours in the lab during its first semester of operation.

Under the direction of a certificated member of the English department, the lab is open fifty-six hours a week and staffed by one full-time and one part-time lab teaching assistant; they are supported by twelve student tutors. Student tutors help only with word processing and computer questions--they do not assist students with the form and content of their essays (see section below on Writing Lab).

APPRAISAL

In the Spring of 1989, the college hired a consultant to evaluate the use of the Computer Writing Lab when the lab was still in the old library building and instead of Macintosh equipment used twenty-four Apple IIe's. In his report the consultant presented the results of a student survey. More than half the students felt learning to compose on a word processor had helped them "a great deal" in writing their papers. More than half the students using the lab at the time of the survey were enrolled in the lab to complete writing assignments in non-English classes. It is important, therefore, to note since the campus does not have an established Writing Across the Curriculum program the Writing Lab's immediate location next to the Computer Writing Lab in the new Learning Resource Center supports a large number of students completing writing assignments in over thirty disciplines. The two labs working together are the closest the school comes to offering anything resembling a Writing Across the Curriculum program.

The consultant's survey also found three quarters of the students were "very pleased" with the value of word processing as a writing tool, and, surprisingly, sixty-eight percent claimed they "love to write" or were "eager to learn" more while nearly the same proportion felt that learning to compose on the computer had given them a better attitude about writing.

Based on frequent appreciative student comments and the number of students who have attended in 1989-90, it is also evident that they value the Mac SE lab even more.

Obviously, the newer, faster, easier, menu-driven program on the Mac's combined with a variety of fonts and laser printing has made writing easier if not more satisfying for many. However, the question of whether or not composing on the computer actually improves student writing remains moot. Members of the English department would very much like to explore this issue by more extensive use of the Computer Writing Lab. (According to the consultant's survey of English faculty, eighty-seven percent said they would like to schedule some of their class time in the Computer Writing Lab.) With more and more students purchasing their own computers for home use, it became infeasible to make concurrent enrollment in the Computer Lab a requirement of freshmen composition, so in Spring of 1989 the lab was opened to all students on

campus. However, now that the Computer Writing Lab is no longer the exclusive domain of the English department, composition teachers are frustrated in their efforts to make composing on the computer an integral part of their teaching and to determine exactly how word processing can improve student writing. The conflicting needs between an exclusive use lab for teaching composition and an open drop-in lab will require careful planning in the future allocation of limited computer resources.

Considerable research has already been completed on the computer and composition, and more and more conferences on the subject are offered around the country each year, but lack of travel funds and limited faculty time has made it difficult to keep up with this expanding branch of composition pedagogy. Without a stronger theoretical basis for increased use of the lab, many instructors will very likely duplicate errors and encounter difficulties and dead ends for which solutions have been suggested in numerous articles and books already available.

In November, 1989, Apple Computer announced a new grant program exclusively for community colleges. SBCC with two of the most up-to-date community college Mac labs on the West Coast should be in a good position for winning a grant if grant writing time can be obtained. Similarly, the development of Hypercard software for writing classes, and especially for developmental and ESL students, one of the major gaps in educational software, is badly needed. Instructors would like to develop such instructional software.

PLAN

The English department in cooperation with the Computer Writing Lab and the CAI lab will form a committee to plan how members of the English department can use the labs for composition teaching without totally disrupting drop-in accessibility. The lab has requested the addition of five more Mac SE's--the carrels and electricity are already in place--to better achieve combined lab use.

Members of the English Department will apply for Faculty Enrichment Grants for released time to:

- Develop Hypercard software for students who need to review the basics of grammar and punctuation;
- Write grant applications
- Read the ever growing body of CAI literature on teaching writing with computers
- Experiment with software programs in the two Mac labs.

Funds will be sought to allow faculty to attend one of the many conferences on computers and writing.

WRITING LAB

DESCRIPTION

In the LRC adjacent to the Computer Writing Lab, the English department provides a drop-in tutorial writing lab which is available to students who need help with writing assignments (including UC admissions essays) in any discipline or subject and at any level. The lab strives to complement classroom assignments and teaching by offering individual attention for students who have particular writing problems and for those who wish to upgrade their skills and earn higher grades. Tutors, however, are trained not simply to correct and edit papers but as much as possible to teach the principles of effective writing during tutorial conferences. The lab, in short, is definitely not a mere editorial service where papers are brought for last minute polishing and proofreading.

Tutors are available forty-eight hours a week, including evenings until eight. The tutorial staff works under the direct supervision

of one certificated faculty member and consists of one part-time lab teaching assistant who in turn supervises the student tutors.

During Fall '89, the staff conducted 1451 student writing conferences at an average of twenty-six minutes each. Though open forty-eight hours a week, during a typical week ninety-one students came to the lab for assistance.

APPRAISAL

Since the Writing Lab serves students with composition assignments from over thirty-eight different disciplines, it too is making a meaningful contribution to Writing Across the Curriculum. Part of the quality of a school can be measured by the frequency of writing assignments given not just in English classes but in a wide variety of courses. The presence of the Writing Lab is the kind of support faculty know is available when they ask for written work. It encourages them to assign more writing. The lab is extremely busy near the end of the semester when term paper assignments are due.

The writing lab serves a large number of ESL and essential skills students and should be regarded as an active contributor to college retention goals in English and in other classes. The Lab also serves students of a large number of part-time faculty who have little or no office space and are often unavailable to confer with students outside of class. At the same time, numerous full-time English 1 instructors refer students who need help with grammar and punctuation they do not have the time to review in a college level transfer class.

PLAN

- The Lab will survey and evaluate more precisely the kind of help students actually obtain from the Writing Lab in order to refine and improve the individual essay conference session.
- Tutor recruitment, training, and retention will be evaluated and improved.
- An adjustment in scheduling of staff will be made to cope with student tutors being overwhelmed during certain hours and to reduce the lines which occur.
- A study should be made of the costs and extent of the service provided.

TUTORIAL CENTER

DESCRIPTION

The Tutorial Center plays a very central role in this commitment to students by furnishing a network for interaction between students, faculty, and special programs, and by providing services to support student learning.

Tutors serve in every program--transfer, vocational, remedial and enrichment--and are part of the variety of support services which provide for the needs of adults of all ages, backgrounds and abilities.

The tutorial program reflects the college's commitment to the general education experience and ensures that learning assistance is provided in a variety of formats, sequences and locations in response to the diversity of student needs. Tutoring enhances the quality of instructional programs and contributes to student success through individualized instruction.

The primary goal of the Tutorial program is to provide academic assistance to students in content area courses who are having difficulty mastering course material, desire to improve their academic performance, or wish to improve their study skills in relation to specific content courses. The Tutorial program serves special programs (e.g, EOPS, DSP&S, TAP, CARE, etc.), thus enhancing the quality of instructional programs and contributing to a student's success through individualized instruction. Attendance by the Tutorial supervi-

sor at weekly EOPS department meetings has continued to promote a harmonious relationship between the two departments.In addition, the general student is provided access to group tutoring, class tutoring and drop-in tutoring.

Hiring priority is given to qualified SBCC students. However, the number of tutors has been increased by adding students from UCSB's Tutorial Center and Placement Office.

Tutor training is mandated for every new tutor and participation is good. The program, (two hours) includes orientation and training. Each tutor is paid for one hour and training is held each semester. Commercially packaged videotapes, and several College-produced videos, depict different types of tutoring and the effective use of tutors by faculty. A tutor packet outlining tutoring responsibilities is available. Highlights of the packet are emphasized at the first mandated meeting. Additionally, an informational packet for faculty on policy and use of tutors has been formulated. The packet is dispersed at the beginning of each semester.

The Tutorial Center office is open from 8 am to 12 noon and from 1 pm to 4 pm Monday through Friday. However, it does not match the rest of the service hours in the Learning Center.

APPRAISAL

Additional support staff has become a necessity since the move to the new building in order to keep up with student demand. This program will need additional certificated assistance for tutor training as well as the already needed classified help to assist with office procedures. In moving to the new building, a problem has surfaced, i.e., the need to extend hours to accommodate the existing evening program. At this time, there are no services to the evening students unless a daytime tutor can undertake evening tutoring needs. Since other components of the LAC will be open for evening hours, consideration must be given to have the Tutorial Center open as well.

Matriculation has impacted the Tutorial Center, mainly by increasing students' awareness of what they need in order to be successful. Last year matriculation funds were used to subsidize the program, enabling it to provide such additional support for math and English classes with additional support. Tutorial general budgets were not augmented, and to keep pace with increased demands, the matriculation augmentation has been essential. Programs that contribute to their own tutorial support (e.g., VEA, EOPS) are also experiencing cutbacks Since their contributions no longer reflect their true program needs, the Tutorial Center must absorb the deficit and carry these programs out of general fund monies. This limits services that can be provided for other classes.

Additionally, there are increased demands upon Tutorial monies due to needed salary increases for tutors. Therefore, the obligation is put back upon tutorial general monies to ensure continuance of services. The DSP&S and LD programs are the most expensive to run and they no longer contribute any funds to the Tutorial program. Additional funds needed for the Center are at least $15,000 to maintain the present level of services.

Computerization of the Tutorial office has been completed but needs improvement. To make the system effective, funds are being sought. A recommendation has been made for equipment to make the system less complex..

PLAN

- Augmentation of the Tutorial budget will be sought to meet needs currently unmet.
- Additional sources for tutors will be investigated, e.g., retired teachers, RSVP, etc.

- A proposal for additional college funding to expand the Tutorial Center's hours for the evening program will be submitted.
- Funds will be requested to increase Tutorial Center staff.
- A plan will be developed to update the current technology and materials to assure that "state-of-the-art" support is provided.
- A survey will be conducted to determine how office procedures can be made more efficient.
- An institutional research project will assess the difference in achievement for tutored versus non-tutored students in the same course.
- A tutor recognition program, e.g., a $100 scholarship awarded to an outstanding tutor will be developed.
- An evaluation will be made to seek opinions from EOPS, DSS, RSSC, Essential Skills,Counseling, etc. on how services can be improved.
- Tutor training will be updated with innovative elements.
- A monthly tutor general meeting will be established to create a more cohesive attitude among the tutors.
- A resource library for tutors (mainly textbooks) will be developed.
- Accreditation for the Tutorial Program will be sought from College Reading and Learning Association.

LEARNING ASSISTANCE CENTER

DESCRIPTION

The Learning Assistance Center (LAC) provides students with opportunities to enhance their learning experiences at SBCC. The LAC has an extensive collection of videotapes, slides, audio tapes, records, filmstrips, laser discs, interactive Apple computers and printed materials that supplement classroom instruction.

The Center, located in the new Learning Resource Center, contains 49 slide/ tape carrels, 30 television stations, 2 laser disc/Apple computer stations, 1 phonograph station, 1 Visual-tec reader station (for the visually impaired), 1 closed caption reader, and 1 filmstrip/audio tape. The collection also includes 30 videotape players/ recorders, 2034 permanent video cassettes, 697 records, 2945 audio cassettes, and 750 instructional material packages. Students from many classes, including mathematics, art history, geology, history, psychology, anthropology (individualized credit classes with up to six units available), English, Essential Skills, Bio-Med, Communications, Music, and Astronomy come to the LAC for individualized media-assisted programs.

In order to make the LAC holdings more useable, we have catalogued the videotape collection, kit collection, and the record collection on an Apple IIGS that is kept behind the counter. We can access specific subject/title areas, and every year a current list is sent to departments and individuals upon request.

In order to comply with the VTLS needs for interactive computerization between the library and LAC collections, during the last two summers (funded by lottery funds) we have begun the process of cataloging the video collection. The project is 75 percent completed, with the hopes of having it totally done by next summer in order to start cataloging the kit collection.

The Learning Assistance Center is readily accessible and used by staff and students both on and off campus. LAC is open from 8 a.m. to 8 p.m. Monday through Thursday, and 8 a.m. to 4 p.m. on Fridays during the regular academic year. Summer session hours vary each year.

Most of the materials in the LAC have been selected by faculty members to supplement their courses. In some cases, materials have been suggested by the LAC director and approved by the instructor. Faculty and students evaluate the materials.

APPRAISAL

The daily use logs and the newly introduced bar code system for monitoring Learning Assistance Center activity and student contacts confirms that significantly increased demand has been placed on the LAC for its resources and services. This increased demand is a consequence of at least two important factors:

- A growing awareness among faculty of the valuable contribution educational technology, with its multifaceted media possibilities, makes in supplementing classroom instruction
- The willingness and desire among today's media conscious students to learn from multi-media instruction in combination with more conventional methods in the form of textbooks and classroom lectures. The move to an attractive new LAC facility has naturally made media instruction even more appealing to our students.

However, the disparity between the increased importance, popularity, and use of the LAC and its present ability to meet the new demands are never more evident than during peak use hours when long lines form at the check-out counter. Students frequently express anger and frustration at delays which occur. These arise from a number of causes, namely, the variety of materials to be distributed, bar code check-in and exit procedures, coping with equipment idiosyncrasies, retrieval of materials, and, worst of all, the lack of staff available on more than a part-time basis. The strain on the LRC to deliver good service with inadequate staff is not consistent with a philosophy of delivering quality instructional support.

The hours of the LRC need to be the same as those for the library, but due to lack of staff the LRC must close before the library.

The move to our West campus facility did not give us any additional space; the LRC will again have to face a space limitation problem.

The present system of an organized procedure for the selection and evaluation of LAC materials works very well. Publication announcements and reviews are sent to the various departments for recommendations and evaluations of the materials to enhance their courses.

PLAN

- The LAC collections will be placed on a computer retrieval system.
- LAC holdings will be reviewed, obsolete materials removed, and materials ordered to assure a comprehensive collection.
- The Center will strive to increase its staff in order to be compatible with the existing established library hours
- The supply budget will be augmented in order to continue to keep updating the collection with state-of-the-art materials.

COMPUTER ASSISTED INSTRUCTION LAB

DESCRIPTION

The CAI Committee and the open access lab which it supports reflect a collegial sharing attitude in using computer facilities in the best general interest of the college community.

The new CAI Lab, with nineteen (19) Macintosh computers on the AppleTalk network, was dedicated in Fall, 1989. As expected, the CAI Lab is a popular and attractive facility and speaks well for the college's commitment to excellence. The CAI Lab makes computing technology available to all our students and faculty, and they have been taking advantage of it.

The CAI Lab is a shared facility open to students and faculty from all departments. Because of this, it encourages innovation and experimentation in the use of computers. For instructors, it provides a unique environment for the development and testing of innovative instructional programs, without a significant commitment of limited resources at the departmental level. It also serves as a means by which instructors can share their technical expertise. For students, it provides access to computing that students--particularly economically disadvantaged students--might not otherwise have.

Similarly, the CAI Committee also endeavors to support faculty in instructional computing uses among all departments. In the last few years, these have included the Math Department and its math tutorial programs, ESL, the English Department, the Communications Department and its PAR testing program, the Social Sciences Division, the Music Department, the Biology Department, and the Engineering Department. To this end, the Committee has provided support for computer conference attendance, software purchase, training seminars, and software evaluations that might not otherwise be included in specific departmental budgets.

As the number of acronyms (CAI, CMI, CBL, CBT) bears witness, Computer-Assisted Instruction is in a continual process of redefinition and refinement. Desktop Presentation, Interactive Video, HyperCard, CyberSpace, and other microcomputer-based technologies will have a major effect upon instructional methodologies as we move towards the end of this century and the beginning of the next.

The CAI Lab in the new Luria Library/Learning Resource Center contains:

19	Networked MacIntosh Computers
1	ImageWriter dot-matrix Printers
3	Apple LaserWriter Printers
2	Projection Screens
2	Wall-mounted video monitor stands

APPRAISAL

The lab is incomplete. The number of stations originally proposed for the lab was 25. Owing to budgetary revisions, only 20 computers were purchased for the lab: 5 Mac IIs and 15 Mac SEs. A preliminary analysis of the existing space and use requirements indicates that eleven more stations can be accommodated in the CAI Lab.

The CAI Lab is heavily used. "Low usage" generally means approximately 75 percent. Owing to its proximity to the Writing Lab, it is expected that the lab will be impacted at the end of the semester when writing assignments are due. Because of the heavy usage, the lab requires the maximum number of stations which the physical facilities can accommodate.

Running a busy lab with one half-time

Laboratory Teaching Assistant and one-fifth released time for one instructor is unrealistic. The CAI Lab will require at least one full-time LTA position or two half-time positions in the next year in order to function effectively. It is possible that LTAs can be shared between the Writing Lab and the CAI Lab.

Staffing is a significant problem for all labs, and inadequate or non-existent staffing hinders their effective and efficient usage. Sadly, the most immediate effect of inadequate staffing is upon the quality of education which our students receive. It is unreasonable and unrealistic to expect faculty to maintain lab hardware and software.

Supply costs for toner and paper for the Apple LaserWriter printers are running very high. We have tried to install an Apple ImageWriter for rough drafts and check prints. However, user difficulties with reformatting text for the ImageWriter and selecting ImageWriter output on the network have made this an impractical option. The CAI Lab's supplies budget must be increased.

PLAN

- o A plan will be developed to increase support to faculty in implementing computer hardware and software in their instructional programs, e.g., support for computer conference attendance, software purchase, training seminars, and software evaluations.

- o A proposal will be written to provide facilities, equipment, and support for CBL (Computer Based Learning) accessible to all members of the college community. When the plan is developed, funding support for it will be sought.

- o A plan will be developed to outline how innovative uses of computers can be applied to instructional programs, such as desktop video (DTV), CD ROM players as data storage devices, Read/Write CD storage devices with large storage capacities (640 Megabytes and above), and optical cable networking for the entire SBCC campus. Support of CMI (Computer Managed Instruction) for interested faculty.

- o Development of a centrally located computer work area for innovative projects by faculty and staff will be considered.

- o Additional funding will be sought to assure a full complement of computers and adequate staffing.

MEDIA SERVICES

DESCRIPTION

Instructional Media Services is a separate department from the Learning Resources Center, Library, CAI Lab, etc. The Media Services equipment pool, repair service area and materials production center are currently located on the third floor of the Humanities Building. The television studio is on the floor below and is connected via floor and wall ducts for CATV feeding.

There is a full complement of equipment for classroom use including slide, filmstrip, 16mm motion picture, and videotape formats. The television studio has multi-camera capability for taping special guest lectures, student career seminars, and other promotional videotape programs.

The media staff, separate from the Learning Resource Center staff, includes two permanent half-time technicians, one full-time delivery coordinator, one half-time media film assistant, one media services supervisor acting as AV producer and manager, and one temporary hourly TV services technician to tape field and studio productions.

Equipment is delivered to classrooms by student workers using electric golf carts. Some 20 to 30 deliveries are made each day. Some classrooms have permanently installed equipment to accommodate spontaneous teaching methods.

The services that Media Services provides are for faculty and staff use only. Students benefit indirectly through classroom instruction. Student access to av/video equipment and materials is made available only through faculty supervision.

Media Services is an active member of the Tri-Counties Film Cooperative. The seven community colleges from the cooperative purchase films/videos which are mutually shared by the colleges and the K-12 schools in the tri-county region. Films/videos that have been rented on a continuous basis are procured (6A.1), freeing up monies for faculty to investigate new films/videos.

Video programs that meet current needs of the faculty are taped off-air/satellite. These programs are either kept short term or the rights to copy are purchased. Some examples follow:

- The Power of the Word
- Art of the Western World (in progress)
- The Public Mind (in progress)
- The Supreme Court's Holy Battles
- Kodak's "Master Photographer" (in progress)

Media Services provides faculty with technical expertise by producing audiovisual/video materials for use in the Learning Resources lab or for use in classroom instruction. The Center provides photographic, audio, video, and script-writing services for custom designed teaching modules.

Faculty can investigate new films/videos through the dialog database system in the reference section of the library. The AV/On-line database has a listing of some 350,000 films/videos available for purchase or rental. This search system is particularly useful in locating hard-to-find programs. Also, film/video rental catalogs are available in Media Services for faculty perusal.

APPRAISAL

The Media Services Advisory Committee was disbanded two years ago, largely due to the efficiency of the operation. The success rate for equipment deliveries has averaged 99 percent for the last three academic years. Even though more equipment has been stationed in classrooms, the number of deliveries has remained relatively the same. This indicates that av/video use has significantly increased. More equipment and delivery personnel are still needed as some 75-100 last minute requests per semester are denied. All av/video equipment is repaired in-house and a preventative maintenance system has been implemented to reduce breakdowns in the classroom. The number of production personnel should be increased to handle the design of interactive video in custom teaching modules.

Facility space for Media is cramped. Media Services will probably be relocated to the TV studio due to the need for classroom space. Expansion of Media Services into the old LRC space, as was planned, will not be possible. Also, photographic services may be reduced due to the lack of space in the studio to house a darkroom. The concern for space will continue to be a problem especially if additional personnel are hired.

As the college continues to use interactive video additional personnel may be necessary there will be a need to hire personnel to aid in producing these custom teaching modules. The hourly TV services technician should become permanent full-time to be able to handle the increasing backlog of video production requests.

Faculty are very involved with film recommendations and evaluations of media

material. Selection is based on frequency of use and multi-department requests for purchase. All rentals are processed through Media Services allowing faculty more time to concentrate their efforts on teaching. The AV/On-line database has been very useful due to its search capability, assuring a greater chance of selecting the proper film/video for classroom use.

The Media Services staff solicit preview requests from faculty and then order the requests from vendors. Evaluations and recommendations by faculty are prioritized by the Media Advisory Committee. Films are purchased each year for the Tri-County Film Library and then circulated without charge. All colleges in the three counties (San Luis Obispo, Ventura, and Santa Barbara) use these films which are supplemented by contributions from all schools. The Board of Directors meets annually to review all recommendations from all schools and makes the final determination of purchases.

PLAN

- The most effective staffing arrangement for Media and Computer support is currently under study. Final results of this study should be available at the end of the 1989-90 academic year.
- Appropriate additional staff may be needed,. in particular, an interactive video designer, a videotape production coordinator, a full time AV technician, and a full-time AV/ Computer repair technician.
- Relocation of Media Services to the TV studio will be considered to maximize original video tape production services on campus.
- Create a comprehensive list of videodisk sources.
- The College needs additional videodisks players and video-cassette machines to fill ongoing faculty requests.

STANDARD 6B

There is an organized procedure for the selection and evaluation of learning resource materials

(Material relevant to this sub-standard has been included under Standard 6A above.)

STANDARD 6C

Learning resources are readily available and used by staff and students both on and Off-campus.

(Material relevant to this sub-standard has been included under Standard 6A above.)

STANDARD 6D

Professional staff with pertinent expertise is available to assist users of learning resources.

ELI LURIA LIBRARY

DESCRIPTION

The library staff consists of 4.5 certificated librarians (including one hourly person who covers the evening hours and one librarian/man-

ager) and six classified staff. Two of these positions--one classified and one certificated--were new in 1988-1989.

Full-time librarians are considered faculty members and regularly serve on faculty committees, apply for Faculty Development funds, and are otherwise active on campus. With the new funding from AB1725 librarians and classified staff have been more involved in professional development activities including taking courses, visiting other community colleges, attending off-campus meetings and seminars, etc.

APPRAISAL

The new building is twice the size of the old one, and there is a great deal more shelving area; in anticipation of the move, there was an increase of only one full-time librarian and one classified staff member, and although the LRACCC Standards are somewhat difficult to interpret for staffing since they include all learning resources as one category, it appears the Library is still short two certificated positions and several more classified positions.

Staffing the lower level Information Desk remains a problem. There is a need to enforce rules, maintain quiet, and provide security. The classified shortage is exacerbated by a shortage of work-study students.

Because of all the special projects the staff are involved in (e.g., moving the library, conversion to VTLS, installing and linking bar code labels, installing the 3M Tattle Tape system) existing staff are stretched very thin. Although there is extensive cross-training of staff and this is accelerating as a result of VTLS, a few days' absence by someone can cause major problems for others and almost immediate large backlogs of work.

Even with these staffing shortages, professional development and involvement continues to be a priority for all staff and they have taken advantage of the opportunities available. The system, although under strain, is able to function reasonably well at present staffing levels and at least maintain acceptable service levels while planning for new service initiatives.

PLAN

- Increased staffing will be sought, especially at the student assistant and classified levels.
- Additional funding will be sought to maintain and develop newer, improved services to users.
- Student assistant and support staff hours will be requested so we can staff the lower level Information Desk.

LEARNING ASSISTANCE CENTERand MEDIA SERVICES

(Material relevant to this sub-standard is included under Standard 6A above.)

STANDARD 6E

Computing and data communications services are provided sufficient to support the instructional program and consistent with the institution's objectives.

DESCRIPTION

In addition to the computer services discussed in above under substandard 6A, specifically relating to the Computer Writing Lab, the Writing Lab and the CAI Lab, the campus also offers an impressive variety of com-

puter facilities in many other locations.

- An Apple IIe laboratory with 24 computers is available on the East Campus (Humanities) and concentrates on ESL and math instruction. The Computer Center Laboratory is adjacent to the Apple lab (Humanities-245). This is a 19-station, networked IBM facility. Also present are 30 terminals networked with a VAX computer.

- The East Campus also has a 24-station IBM compatible networked lab located in the Administration Building (A-227) for use by business administration and business office education students. A new IBM compatible 50-station networked laboratory for the Business Department located in the Administration Building (A-209) and designed for use by accounting students has been established.

- There is a 19-station Macintosh Basic Desk Top Publishing Lab located on the first floor of the Administration building (A-107B). Both of these facilities provide hard-copy from laser printers.

- Disabled Student Services, in a lab termed the High Tech Center, offers its students the use of hardware and software specially designed for students with various handicaps. This is a 12-station lab.

- The Hotel Restaurant and Culinary management program has a mini-network which is used tied to the cash registers in the cafeteria and is used by supervisors to run accounting programs.

- The Chemistry Department has an 8-station Apple IIe tutorial lab operating for their students in the Physical Science building (2nd floor).

At the present time, three computer platforms are available for use in our instructional programs; Apple IIe, MS-DOS, and Macintosh programs are provided for campus-wide use. These presently meet computer needs on campus.

The well trained tutorial staff and LTA's provide training and help for any student problems arising during computer use. Also, tutorials and seminars are provided for staff and students by qualified computer professionals. Generally, there is 65% use of facilities, although at peak times use approaches 90%. For most individuals, a computer station is available when work is to be done.

Two campus committees--the Computer Assisted Instruction (CAI) and Instructional Computer Planning Committee (ICPC)--meet regularly to discuss hardware and software decisions for instructional use on campus. Individual faculty members may present or contact either committee with proposals. The college has decided to use the three computer platforms listed above for instructional purposes. Alternative systems/software will be considered if appropriate to the task to be accomplished. There is ample faculty/committee input on computer hardware/software acquisitions for campus use.

The college presently operates a campus BBS/E-Mail service on a 7-day, 24-hour basis. Discussions have taken place toward eventually networking all the labs on campus into a campus-wide net. This will be the first step in allowing SBCC to tie-in with the California Educational Regional Network (CERN), due to be on-line in the 1990's. Eventually we look forward to linking with WorldNet in the early 21st century.

The technical support staff consists of two full-time and one part-time person.

APPRAISAL

All of the above facilities are well maintained by trained staff. Generally there is daily 65% utilization of facilities, although at peak times utilization approaches 90%. Most students are able to find a computer for their use when needed. Occasionally, there may be a wait because all machines are in use. This is particularly noticeable towards the end of the semester.

The two new Macintosh labs (CAI; English Writing Lab) in the LRC are functioning very well. They are open weekdays from 8 a.m. - 8 p.m. - except Friday when they close at 4 p.m. The LTA's, tutors, and other staff work very hard to keep these labs running at peak efficiency.

The Apple IIe lab (H-244) has been somewhat hampered for lack of sufficient funding to hire an LTA and sufficient tutors. Therefore it is not always available for student use.

The IBM labs (H-245; A-227) are running well and are covered by sufficient LTA's and tutors.

The two campus computer committees (CAI; ICPC) meet on a regular basis. Several staff serve on both committees and there is good exchange of ideas between members. These committees recommend policy directions for the campus.

Dedicated staff, LTA's and tutors are the glue that bind the present computer labs together. The college is fortunate to have such loyal, excited computer people to run our computer labs. However, staffing has become a greater problem as computer laboratories have proliferated on the campus. More qualified LTA's are needed as are more tutors.

Presently, both the CAI and ICPC committees are chaired by faculty members on a part-time basis. It is close to a time when this may no longer be tenable. A full-time person will be needed to direct instructional activities. This person will be needed to direct campus instructional activities. This person will also need a well qualified staff to manage burgeoning computer facilities.

To deal with this issue more thoroughly, an ad hoc committee was formed in the Fall of 1989 to examine the college's effectiveness in its management of microcomputers. The committee represented all those who had any role in computer services. Members of the committee successfully articulated and defined the dilemmas and challenges now facing the college as a consequence of the explosion of microcomputer use on campus. Problems, conflicts, and confusion which had been associated with campus PC's were now officially in the open and had a forum where they could be dealt with rationally and systematically. Highly positive and specific recommendations for staff changes and expansion came out of the committee's work. Further discussion of this point is to be found under substandard 6A, in the section on Instructional Medial Services.

PLAN

- Faculty/staff seminars, demonstrations, discussions will continue to be held on a regular basis so that the latest hardware/software educational materials will be evaluated.

- A faculty/staff computer use laboratory for testing new hardware/software is planned for installation during the 1990's. At present it is difficult for staff to get hands-on use of new materials. A central "clearing-testing" facility will improve campus computer efficiency.

- Recommendations emerging from a study of staffing needs in computer support and media services suggest that the College will create positions as follows:

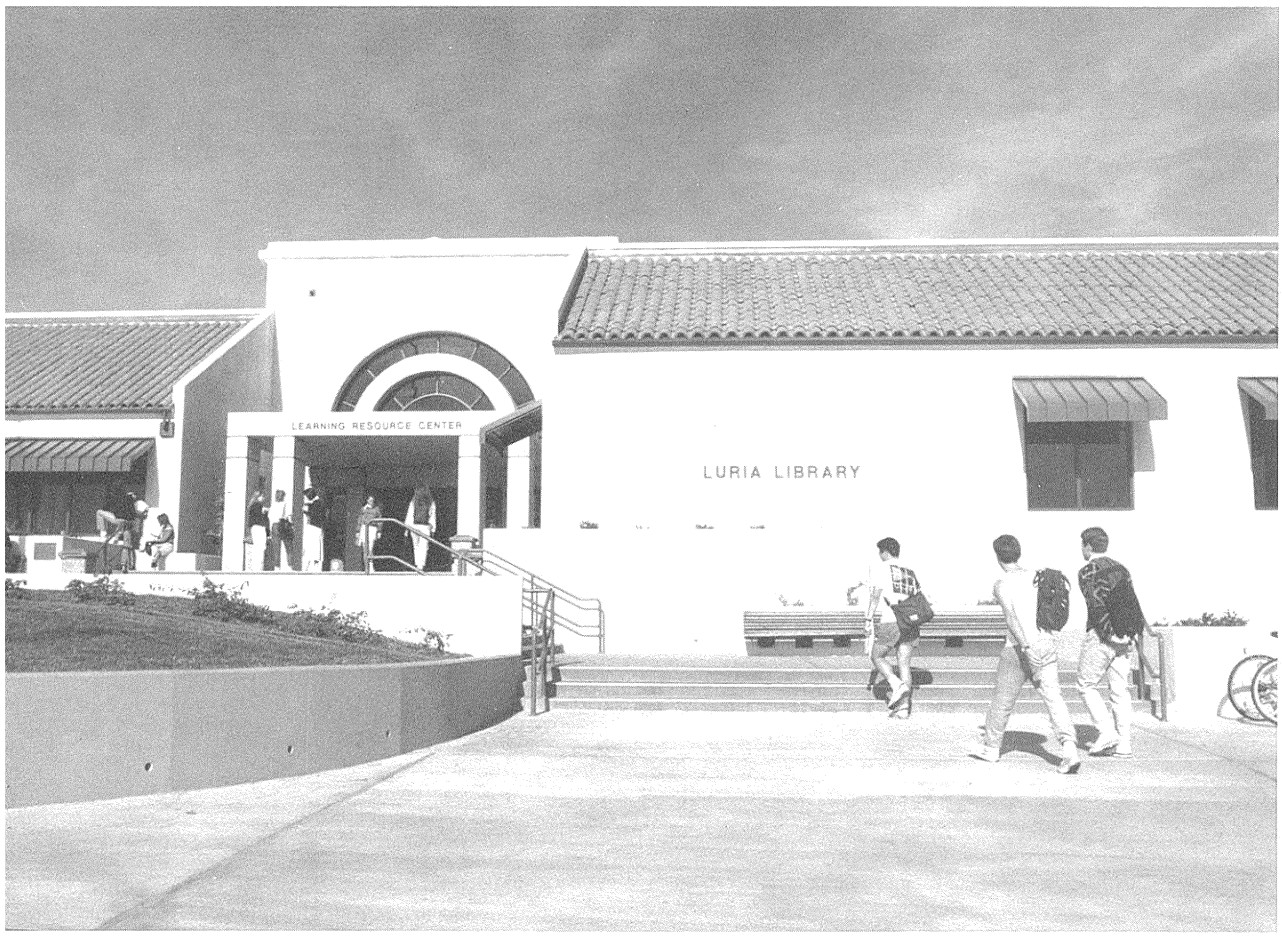
a. A Director of Educational Technology and Microcomputer Services

b. A Coordinator of Academic Computing to improve management of the microcomputer environment in the academic environment.

REFERENCES

6A.1 List of films and videos acquired 1986-1989

Physical Resources



Standard 7 Committee

Dr. Charles Hanson, Vice President, Business Services; *Chair*
Eli Luria, Vice President, Board of Trustees
Facilities Committee
Harold P. Fairly, Professor, Physical Education
Douglas Fossek, Professor, English
Development Project Committees
Dr. Elaine Cohen, Dean, Academic Affairs *(Interdisciplinary Building)*
Jane Craven, Assistant Dean, Admissions/Records *(Student Services Building)*
Bill Hart, Bookstore Manager *(Campus Bookstore)*
Safety/Security/Health Committee
Mark Zacovic, Director, Administrative Services
Representative Council
Keith Level, Physics/Engineering
Associated Students
Nathaniel Palmer
Classified Staff
Walter Rehm

STANDARD 7A

Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives.

DESCRIPTION

The Santa Barbara Community College District offers educational programs and services at three major campuses in the Santa Barbara County South Coast area. The Mesa Campus is on a bluff area overlooking the Pacific Ocean and the Santa Barbara Channel Islands. Having begun its history with the Santa Barbara High School District in 1909, the College moved to the Mesa Campus in the summer of 1959 to the former home of the University of California at Santa Barbara. The passage of a 1969 construction bond issue and a 1973 land acquisition bond issue added additional acreage across Loma Alta Drive to complete the Mesa Campus at 74 acres. The campus is bordered on the southeast by Shoreline Drive and the Pacific Ocean; on the northeast by the City's Pershing Park; on the northwest by a state highway, Cliff Drive; and on the southwest by homes, apartments, and the ocean. The campus is bisected by Loma Alta Drive connecting Cliff Drive and Shoreline Drive. The East and West Campuses are connected by a foot bridge constructed by the College in the early 1970's. The main entrances to both campuses are from Cliff Drive.

The oldest structure on campus is the Administration Building which was built in the 1940's. The major part of the East Campus, the original main campus was constructed in the mid-1960's which included the Library, Campus Center and Physical Science, and Physical Education buildings. By the late 1960's the Board of Trustees determined a more comprehensive master plan should be developed, as the expansion to the West Campus would occur and an overall plan was essential.

The Master Plan was developed in the early 1970's and approved by the Board of Trustees in 1974. It was designed by John Robert Henderson and William Blurock & Partners. The Plan showed a maximum capacity of some 6,000 students. The campus construction and development followed this Master Plan during the rest of the decade and early into the 1980's. In 1984 the Board of Trustees commissioned an update of the Master Plan by architect Robert Grant of Grant Pedersen Phillips Architects. In the summer of 1985 the Board of Trustees amended its original Master Plan and Environmental Impact Report by deleting a 2,000-seat pavilion/performing arts center which was to be provided by community funds, moved the Interdisciplinary Center next to the proposed Learning Resource Center/Library, dropped the Fine Arts facility and deleted the Hotel/Restaurant/ Management program from the West Campus. In place of the performing arts pavilion, the area was designated for a future parking facility. The College also amended the 1974 Master Plan as a public works plan following requirements of the California Coastal Act and California Environmental Quality Act. A major goal of the 1985 amendment was to remove some 16 temporary buildings from the East Campus. (7A.1, 7A.2)

The District has two other major campuses– the Alice F. Schott Continuing Education Center (310 W. Padre Street in Santa Barbara) and the Wake Continuing Education Center (300 N. Turnpike Road in Goleta). Both of these campuses were previously elementary schools obtained by the College from elementary school districts. The Wake Center was obtained through a lease/purchase agreement in 1978, and the Schott Center was purchased in 1981-82. The Continuing Education Division of the College operates programs in some 85 additional off-campus sites.

The Board of Trustees, College administration, faculty and staff are deeply involved in the planning process on all major construction. The Board of Trustees reviews the overall design and exteriors and approves the schematics and color palette. Staff, faculty and administration

are involved in the interior design for function and efficiency. The Learning Resource Center/ Library architect met for many hours with staff to accommodate faculty and staff needs. Likewise, all three academic departments of Mathematics, English and Social Sciences were involved in the interior layout of the Interdisciplinary Center including the final selection of colors and equipment for the facility. The Student Services Center remodeling of the old Library involved clerical, faculty, and management of 12 departments in the Student Services Division. The process started two years prior to actual working drawings. A concept architect was hired and a "Charette" process was held over several days involving virtually all the staff affected by the move. After reviewing the state formula guidelines the building was too large to be funded; therefore, it was redesigned to two levels and areas re-programmed. Personnel and Fiscal Operations were added to the Preliminary Planning Guide.

Each year the District submits to the Chancellor's Office of the California Community Colleges a Five-year Construction Plan which lists in priority order requested construction projects (7A.3) for subsequent years. Through a process of statewide project ranking the Chancellor's Office recommends to the state Department of Finance campus projects in a ranked order. These are funded to the extent funds are available. Since the last self-study in 1985 the following projects were funded or approved for funding in the future:

- Learning Resource Center / Library: The 45,000 sq. ft. facility was state funded for working drawings in 1986-87 and construction in 1987-88. New equipment received approval for the 1988-89 fiscal year. The total project cost was approximately $7.1 million. The Learning Resource Center/ Library was completed during the Summer of 1989, and a grand opening/dedication held September 5, 1989.(7A.4)

- The Interdisciplinary Center was approved for working drawings in 1987-88 with state construction and equipment funded in 1988-90. The Interdisciplinary Center was completed in the Summer of 1990 at a total estimated cost of $4.85 million. (7A.5, 7A.6))

- Student Services Center (old Library remodel): Working drawings for the Student Services Center were approved in 1987-88, and bidding occurred in early summer of 1989. The bids came in almost 30 percent over the allowed state budget; therefore, the District was required to request additional funding from the Public Works Board. State funding was approved in October of 1989, and construction was begun in November of 1989. The total cost for the construction and equipment is estimated at $2.9 million. At this writing, completion is expected by October 1990. (7A.7, 7A.8)

- Secondary Effects: (7A.9, 7A.10)

  Administration Building: As a result of the old Library remodeling several areas will be vacated in the Administration Building. Payroll and Accounting, Duplicating, Planning and Research and other services will be moved to the Administration first floor. Working drawing and construction funds for the Administration remodel are presently awaiting state funding which is reasonably assured for 1990-91 for approximately $250,000.

  Humanities Building Third Floor Remodel: As a result of the Learning Resource Center/Library, the third floor of the Humanities building will be virtually vacated by Fall 1990. This allows construction to begin in October 1990. The third floor will then house the English as a Second Language, Foreign Languages and labs, and related faculty offices. Funding for the remodel of the Humanities building at approximately $300,000 has already been received; but due to secondary classroom needs, the construction has been delayed until 1990-91.

  Campus Center - Hotel/Restaurant/Culinary: Upon the completion of the Humanities Building third floor the English as a Second Language classrooms

will be moved to that area freeing the main level of the Campus Center for Student Activities staff and student officers. In addition that area will be remodeled into meeting and service spaces related to food services and general campus space. The lower level of the Campus Center will then be remodeled to house an additional demonstration lab, a classroom, and faculty offices for Hotel/Restaurant/Culinary department and expansion of Journalism space. The project is anticipated to begin in summer of 1991, assuming state funding in the amount of $450,000 is approved.

o Bookstore Expansion

In the Spring of 1989 the Board of Trustees reviewed the Campus Bookstore facility and selected an architect to study the alternatives of remodeling or replacement of the relocatable structure. As a result of the study, a new two-story building was recommended to and approved by the Board of Trustees which gave authorization for working drawings in October 1989. Working drawings are being developed now and depending on scheduling of other construction projects, classroom needs, and a change in Bookstore staff, construction may be delayed until Summer of 1991. Funding for the Bookstore will come from Bookstore surpluses and a loan from the campus general fund. (7A.11)

o Architectural Barrier Removal/Handicapped Access Phase IV

Two projects were approved and funded by the state for architectural barrier removal at the Schott and Wake Centers, the two Continuing Education campuses. The Schott Center project was begun in the Fall of 1989, and will not be completed until two temporary classrooms are moved to the Schott Center campus in the Summer of 1991 which will solve the problem of access to two substandard classrooms. The Wake Center restrooms and thresholds were completed in 1989-90. (7A.12)

o Business/Communications Center

As a result of the modification to the Long-Range Development/Public Works Plan in 1988 a Business/Communications Center was proposed to the Board of Trustees on the West Campus between the Interdisciplinary Center and Drama/Music Building. A Project Planning Guide was submitted in February 1989 to the Chancellor's Office for state funding of working drawings for fiscal year 1990-91. The facility is projected at about 30,000 net square feet at a total cost of $5.3 million. The schematic plans have been completed; however, the project is on hold until funding approval is secured. (7A.13, 7A.14)

o Parking Facilities:

Lot 2C (La Playa East): Following approval of the lease with the City of Santa Barbara for La Playa parking lots, La Playa West was reconfigured and a drainage system installed. Restriping added approximately 125 additional spaces. This project was accomplished during the summer of 1985 at an approximate District cost of $235,000. (7A.15)

Lot 3 (La Playa West): This parking lot was resurfaced and restriped in 1986 adding approximately 50 more parking spaces at a District cost of approximately $50,000.

Pershing Park Lot: The City-owned Pershing Park lot was restriped in November 1987 adding 45 more spaces in the lot.

Pershing Park Lot Addition: The College received approval from the City to improve and modify a dirt lot next to the tennis courts in Pershing Park. This added 85 additional parking spaces was completed in October 1989 at a District cost of $135,000. (7A.16)

Leadbetter Beach Lot East: The Winter storms of 1983 washed out approximately 150 spaces at Leadbetter Beach parking area which had previously been used by Santa Barbara City College since 1972 through a joint use agreement with the City of Santa Barbara. The City approved replacement of

that lot adding approximately 200 spaces. Construction was completed in the Spring of 1990 at no cost to the District.

Leadbetter Beach Lot West: Remodeling, restructuring and restriping of Leadbetter Beach West added 50 additional spaces to the parking inventory also in the Spring of 1990, also at no cost to the District.

West Campus Parking Structure: In 1989 the Board of Trustees approved a multi-level parking structure for the West Campus next to the arroyo beyond the Interdisciplinary Center. Construction is expected to begin in May of 1990, and will be completed by Fall 1991 at an anticipated District cost of $4,500,000. This structure will add an additional 450 parking spaces to parking inventory. (7A.17)

East Campus Lot 1A: The existing parking lot 1A will be moved when the East Campus entrance is modified, and the entrance road is developed to the Student Services Center. This expanded parking lot will accommodate an additional 65 spaces and is scheduled to begin in October 1990 for completion by February 1991. (7A.18)

o Capital Construction Funding:

The District match grew to about 34 percent on the Learning Resource Center working drawings in 1986-87. This level of matched funding level would have severely limited the District's ability to match the state's approval of new construction. Therefore, a major fundraising effort was initiated by The Foundation for Santa Barbara City College which raised more than $1 million over a two-year period to assist in capital construction matching funds.

Since that time the Chancellor's Office has reduced the matching fund requirement for new or renovated facilities. The Chancellor's Office now uses a different method to establish district match which for Santa Barbara City College is presently about 2 percent.

o Maintenance (7A.19)

The District annually establishes a five-year forecast of major deferred maintenance projects. Each October a current year prioritized list of projects is forwarded to the Chancellor's Office for 50 percent funding. State allocation has varied in recent years as follows:

1984-85	$316,900	1987-88	$234,900
1985-86	697,270	1988-89	137,900
1986-87	62,502	1989-90	362,500

The District has requested $545,830 in projects for 1990-91. When state funding is established, most maintenance projects are awarded to contractors through competitive bidding procedures.

In addition, the District has committed over $300,000 for classroom improvements since the last accreditation visit in 1985 and budgets over $150,000 annually for routine repairs and maintenance projects.

A classroom check list of daily/regular items that are to be maintained by custodial and maintenance personnel has been initiated. Regular inspections by supervisors and administrators occur to verify that standards are being maintained and problems corrected.

The work order procedure encourages all faculty and staff to submit items that need attention, corrections or improvements. Facilities now exceed some 600,000 square feet of classroom and support space.

Routine and continuing maintenance occur through a maintenance staff of four District employees.

Staffing of the Facilities and Operations Department is still below the pre-Proposition 13 level. Since the last accreditation visit, the District has added the following staff: Maintenance Supervisor 1.0, Construction/Deferred Maintenance Account Clerk 1.0, Custodians 2.0 and Groundsman 0.5. The increase in classified staff is to

0.5. The increase in classified staff is to handle additional workload and activities in construction of new/renovated buildings, deferred maintenance, and maintenance of additional acreage.

o Safety/Security

Every two years a general safety inspection is conducted by a safety engineer and a report submitted to the District. The last safety report was received in June 1989, and most of the items listed have been corrected or modified as suggested. Those that are still on the list are either long-term problems, or items the District has determined are inappropriate to modify. The City College campus has an active Safety, Security and Health Committee which is involved with campus planning and has served as a good monitor for the District for some years. (7A.20)

In 1988 the District conducted a hazardous waste survey, and regular procedures were devised to properly dispose of toxic waste. For the past two years the cost of disposal of this waste has exceeded $45,000. A hazardous substances communication program was established by the District on December 8, 1988. A Hazard Communication Training Manual (7A.2) is distributed to all employees, and mandatory training sessions are held. As required by law, one underground storage tank and the contaminated soil around it were removed. PCB was removed from one transformer and another transformer replaced in 1987. (7A.21)

A survey of buildings and areas, containing acoustical materials and insulation with asbestos was conducted in 1985. The list was ranked by degree of severity with all areas affected considered low exposure. Removal of these acoustical/fire retardant materials from the College gymnasium ceiling occurred in the Summer of 1988 at a cost exceeding $250,000 (funded mainly by the State Chancellor's Office). During the Summer of 1989 the old Library was vacated, and removal of the asbestos materials was begun in November 1989. Total cost exceeded $225,000. (7A.22)

Proper campus lighting has received increased emphasis over the past five years. Many new exterior light poles and wall packs were added on the roadways and walkways. Nearly all incandescent bulbs have now been replaced with high pressure sodium, mercury vapor, or fluorescent fixtures which emit higher lumens at lower costs. Maintenance of all lighting fixtures has been improved.

In 1989 the Board of Trustees commissioned the master planning architect and a master planning landscape architect to propose improvements in pathways, traffic circulation, entrances/exits, signage, bikeways, etc., to promote a safer campus environment. That in-depth study of the Master Plan was reviewed by campus committees before development of the plan was approved by the Board. Improvements are underway and being phased in as new developments and renovations of old facilities as projects occur, and funds are identified to accomplish these changes.

o Energy Conservation

Energy conservation efforts were extensive in the early 1980's, and energy reduction was quite dramatic. Electrical energy use was reduced over 20 percent, and gas consumption dropped 12 percent during a five-year period. The lowest levels were achieved in 1985-86 shown below. Since that time, consumption has gradually increased due to demands by staff, increased utilization of existing facilities and addition of new facilities.

	Electrical (Kwh)	Gas (Tu)
1985-86	3,814,470	173,815
1986-87	3,938,670	165,777
1987-88	4,254,345	163,151
1988-89	4,749,849	149,509

o Off-Campus Programs

During the 1988-89 fiscal year a major building came on line--Learning Resource Center/Library which increased our electrical demand. The Interdisciplinary Center, sched-

uled for completion in July 1990, will further increase electrical demand.

o Off-campus Programs

The District maintains a Children's Center adjacent to the Main Campus on Loma Alta Drive. It is licensed by the state and meets rigid state standards to obtain certification. Four parent/child workshop centers are part of the Continuing Education program. All four have met the new requirements of the state for "child care" centers.

The Continuing Education Division serves over 25 percent of the South Coast population at some 85 off-campus sites. Facilities of the community are used by Continuing Education throughout the South Coast area. The vast majority of the classes meet in area schools, public buildings, churches, community facilities, and the like.

o Barrier-Free Accessibility

In 1978 the District engaged a firm to survey campus accessibility in compliance with state regulations. As a result of the survey, an architect was hired to program and specify projects to reduce accessibility problems for persons with disabilities. Funds were requested from the State of California and received in phases over several years. Over $500,000 has been expended on projects to provide as barrier-free an environment as possible.

Representatives from the Disabled Students Programs and Services Office, community members, faculty, staff, accessibility specialists and several campus committees have been involved in assisting the campus Master Plan architects, the Board of Trustees, and the administration in providing a more barrier-free environment on all three campuses of the District. The District has attempted to go beyond the strict compliance of the Federal accessibility standards by providing a forum to better accommodate persons with disabilities. Input on all new campus construction is solicited and encouraged. Architects have become more acutely aware of accessibility issues, seek better solutions to those issues, and have a keener sensitivity to special needs. They have met with campus committees to better understand the problems and issues.

The District provides a shuttle service from the medical parking lot to most areas on the campus. The disabled student van is provided to transport students/staff to various classes, events and activities.

APPRAISAL

The 1974 Campus Master Plan had been well conceived and adequately designed for expansion to the West Campus in the late 1970's. The construction was stalled with the passage of Proposition 13 which eliminated the District's ability to raise local funds to complete the Plan. The District became dependent on state funding for all capital projects during the 1980's.

Construction funds were difficult to obtain through the COPHE (Tideline oil funds) fund during the early 1980's, when large oil revenues were drastically reduced following the price collapse of oil in 1984. In spite of the odds, the District continued to press forward and submitted the Preliminary Project Guides (PPG's) for major construction projects paid for by state funds. As a result of our persistence, the majority of the campus construction has now been state funded for the "build-out" of the West Campus and the remodeling of many areas on the East Campus. Only one building on the Master Plan (Business/Communications Center) still remains in question.

In a five-year period the District received over $16 million in state funds for construction and remodeling of facilities. This amount was about 10 percent of the community college funding during the last major bond issue. In addition, another $5 million may be approved to complete the City College Campus Master Plan early in the 1990's.

Once the campus is built out (10,500 ADA), there is no additional planned expansion of facilities. Any additional growth will have to be

handled through additional class sections in the late afternoon, weekends, or at the Continuing Education Centers (Schott and Wake).

Parking spaces will peak at 2,400 spaces or a ratio of about 3:1 (7,200 daytime students to 2,400 spaces). The range for most college campuses is between 5:1 and 2:1. Because of the proximity of 500-1,000 free neighborhood curbside parking spaces, the impact to the surrounding community will be unavoidable. Many students will desire free parking regardless of the amount of a fee imposed for campus parking.

Car pooling is actively encouraged with preferential parking available on the upper East Campus after 3:00 p.m. for those with two or more in the vehicle. Evening events are accommodated on the West Campus, and weekend activities require no permits, fees or special arrangements.

Many attempts have been made to provide discounted bus passes for students and staff. Santa Barbara City College staff have met with Metropolitan Transit District (MTD) officials on several occasions. However, the MTD requires that a $7.50-per-semester fee be mandatory for all students. Section 72248 of the Education Code defines the process required to establish a fee of this nature, but a "straw poll" of students in 1989 met with little enthusiasm.

Additional maintenance, staff, and operational costs may be necessary to adequately fund the campus parking program. In the future, student parking fees may have to be increased slightly to maintain the City College parking program.

The District commitment of personnel, time, and funding has grown substantially in the past five years; however, the Five-Year Plan for Major Maintenance still has over $1.8 million of unfunded, unmet needs. The limited size of the maintenance staff (4.0 FTE) to repair and maintain 600,000 square feet of facilities, 200+ compressors, pumps, air handlers, chillers, etc., thousands of feet of utility lines, and hundreds of doors, switches, windows, filters, etc., require that many repairs be contracted out or delayed. Virtually all electrical, plumbing, carpentry, concrete, and painting are bid and contracted, since the College does does not have journeyman level skilled staff in these areas. There seems to be no end to needed repairs, routine maintenance, and improvement requests. As buildings age (most of the campus buildings are now over 20 years old) maintenance increases.

Re-roofing has been completed in the last five years but will again be required in 1992-93, as the cycle starts all over again. Mechanical and utility repairs get high priority for state funding, but the needs never cease. Exterior and interior painting of existing building is the biggest need and the lowest priority on the state funding list. The District has had to fund almost all painting through local funds, and apparently this trend will continue.

Campus safety and security continue to be high priority campus concerns, as more students, staff and visitors are on campus for longer periods of time and later at night. The visitor/community services use continues to grow and activities become more complex. Complete coverage is virtually impossible with only 3.5 FTE safety staff and a half-time Director of Security. The majority of activities are covered by part-time students and classified staff which turn over with regular frequency.

Most campus incident reports are vandalism, thefts, and property losses (about $15,000 annually). Occasionally, there are minor injuries (bicycles, trips and falls, and the like). Since the campus is "open" to the public 24 hours per day, 365 days per year, most staff/security/safety actions are directed at assisting people, observing and reporting, and asking those committing minor infractions to leave the campus. Rarely are there incidents of personal attack, physical confrontation or abuse. Cooperation with the local Police Department has kept serious events to a minimum.

With the expansion and relocation to the West Campus and the increased utilization of the facilities, the adequacy of the existing staff is questionable. Further, the need for a weekend community services coordinator or an after-hours facilities coordinator would help coordinate and

control events and activities on campus.

The 12 percent increase in electrical use in 1989-90 has been analyzed and evaluated. Although the energy management system (EMS) is still operational, City College continues to experience an increase in electrical consumption. Most of this has been caused directly by new buildings, longer and more frequent use of facilities, and demands by staff and faculty. With the Interdisciplinary Center coming on line in 1990-91 the use is expected to increase again.

The asbestos surveys have shown some amounts of asbestos material in various campus buildings, but it has been determined that the amounts present no significant health hazard. Funding for removal has been requested from the state and removal will occur as approved by the Chancellor's Office.

The efforts to remove architectural barriers to persons with disabilities have continued since the last accreditation review. In spite of those efforts, some barriers still remain. An adapted van is provided to transport students/ staff to various classes, events and activities. Access to the Physical Education facility remains a difficult problem on ali levels. This three-level facility situated on a hillside has a series of ramps, some of which cannot meet the accessibility standards; therefore, the adapted van must be used to transport persons with disabilities. There is no elevator, and based on a site study there may not be any functional alternative. One alternative proposal to the Board of Trustees was abandoned due to prohibitive costs, many functional issues, and other problems that would be created to solve the access problem. Therefore, the two-person adapted van alternative has been utilized; however, this meets the need of only a small percentage of persons wishing to access the facility. The District is providing a forum to better accommodate persons with disabilities in using the Physical Education facility.

The stadium access for wheelchairs is limited to the very top and the very bottom rows. Several building doors are difficult to use, although they comply with legal standards. Some walkways need repairs and modifications to make them easier to navigate.

PLAN

New construction and remodeling of existing facilities will continue over the next four to five years. It is anticipated that the campus will be completely built out to the Campus Master Plan by Fall 1995, if funding becomes available.

In addition to those projects listed in the "Description," the campus plan includes:

- Renovation of the circa 1935 La Playa Stadium, addition of new concessions, rest rooms, and ticket booths at the stadium
- Secondary Effects of Business/Communica tion Center
- Relocation of storage facilities
- Landscaping of West Campus and upgrad ing of East Campus
- Signage improvements
- Improvement of lighting and walkways
- Pershing Park hillside improvement

Identification of campus needs for maintenance and security staff will be an on-going effort.

Development of a comprehensive plan of energy and resource conservation will be needed in the 1990's

The College needs to seek a workable solution to the lack of easy access to the Physical Education Building

The college must develop and implement a program to encourage car pooling, bicycle, bus

STANDARD 7B

Equipment for educational programs and services is adequate and properly maintained.

DESCRIPTION

The District equipment has grown to approximately $9.5 million in value. Since the last accreditation visit, increased emphasis has been directed at repairing or replacing old equipment and adding new equipment to keep abreast of technology. A majority of the funds has come from the lottery and instructional equipment allocations from the state. Expenditures for new and replacement equipment exceeded $3.98 million in the past five years as follows:

Equipment Expenditures

	State Equip.	Lottery	Other (Grants, VEA, etc.)
1985-86		167,716	574,589
1986-87	291,605	173,479	220,570
1987-88	216,909	208,802	464,541
1988-89	231,547	396,015	230,159
1989-90	304,255	291,421	209,905

The prioritization process includes every department which submits a list of needs to Division Chair Council and/or College Planning Council. Needs are ranked by these bodies and recommended for funding. Although there are always many more requests than available funds, the procedures have made the process more understandable and credible.

Maintenance and repair of equipment are generally the responsibility of each department. Through work orders, purchase orders, contract procedures and other regular preventive maintenance processes, District equipment is maintained in good working order and safe condition. There are regular inspections by staff and scheduled safety inspections by consultants to assist in efforts to maintain a safe working environment. Ongoing funds are budgeted to take care of routine and regular maintenance. One-time funds are normally allocated for extraordinary needs.

The District has developed an inventory system which includes regular inputting to computer stored records followed by an annual department certification of equipment on hand. Declared surplus equipment is first offered to other District departments, then other schools, then disposed of through various County auctions. The annual budget does include funds for replacement of some of the equipment; however, our most recent survey estimated over $500,000 is needed annually for the next several years.

Some items are scheduled for replacement (i.e. vans), while others are replaced as necessary to maintain the program. Upgrades to more state-of-the-art equipment is constantly being requested and approved as funds are available.

When new buildings and renovations occur, the state allotments help markedly but are not sufficient to replace most of the equipment, since the District is required to list all existing equipment and, if usable, move it to the new building. The new $6 million Learning Resource Center/Library received $962,000 of state building equipment funds. In addition, the District allocated approximately $200,000 from lottery funds to complete the building equipment and move-in. In the $4.5 million Interdisciplinary Center only about $250,000 for new equipment was received with the District again adding additional funds to make up for the shortfall. In the renovated Student Services Center most of the equipment was existing and transferred to the remodeled quarters.

APPRAISAL

Although nearly $4 million has been expended

in the past five years for improvements in District equipment, there are still major unmet needs. Of the $9.5 million in District inventory about half should be scheduled for replacement in the next five to ten years. This would mean $400 - 800,000 per year in expenditures.

In addition to the state instructional equipment allocations, the District may need to seek external funding, expand the lottery commitments, or obtain private grants to meet replacement equipment needs. A major fundraising effort is underway through The Foundation for Santa Barbara City College to raise $1.5 million for renovation of La Playa Stadium, built about 1935. Commitments of VEA equipment funds will continue to augment vocational instruction needs, and grants for specific projects/ programs will be helpful.

Routine repairs and maintenance on equipment is handled by each department through the regular budgeting process. However, with the addition of almost $4 million of new equipment in the past five years, the historical budgets may be inadequate to take care of future needs.

The addition of 28 air-conditioning units and other mechanical equipment has made preventative maintenance on motors, filters, air-conditioning units, compressors, air handlers, etc., much more extensive and significantly more important. In addition, three new buildings with extensive mechanical equipment will come online by 1992. This will require either more staff or several major contracts to maintain the equipment. The retirement of many portable buildings, which were simple and energy efficient, did not reduce staff workload. On the other hand, the addition of new facilities with complicated equipment expands greatly the need for journeyman level maintenance personnel.

Safety inspections have helped to identify areas needing increased attention and modification. The federal requirements on employees' "right to know" about hazardous substances in the workplace wil require additional emphasis in the 1990's.

The district has responded to the dramatic increase in the computer equipment inventory (over 350 devices) since 1985-86) by adding an on-campus computer repair department in 1989-90.

The state formula for outfitting new offices is inadequate. $875 is all that is appropriated in the formula for each office. This assumes no computer equipment or high tech technology requirements.

Department chairpersons should be required to annually update and "certify" their department inventories. The inventory should be updated each Summer after random verification and specific examination of inventory losses and disappearances are investigated.

The inventory system should employ some "yardstick" measure to determine equipment life and replacement schedule. Ranking of equipment replacement should include the entire District needs at the Cabinet level.

PLAN

The District will use state funds as prescribed by regulations and allocate those funds to highest priority items established through broad based input from all areas of the District.

The District will identify potential external funding sources to augment existing resources through The Foundation for Santa Barbara City College.

The District must recognize the need and budget sufficient resources to adequately maintain District equipment. In particular, the maintenance department will require more specialized staff and/or additional budget for contracted services to maintain a growing number and varied type of mechanical equipment. Specialized training of experienced technicians will be essential as new equipment maintenance and repairs are required.

The training and orientation of all staff on hazardous substances should be expanded. The District should consider instituting mandatory orientations for faculty and staff purchasing, using, and disposing of hazardous materials.

Regular assessment by staff and college committees on safety, security, and health concerns should continue.

Safety inspections should be continued with follow-up compliance reviews conducted.

A five-year plan for District equipment replacement shall be developed and future revenues identified to fund required replacements.

A ranked list for new equipment needs will be developed and updated biennially (following the submission of the department two-year plans).

The District will seek to change the equipment formula level established by the State of California to a more realistic allocation level.

REFERENCES

7A.1 Long-range Development Plan, August 1985
7A.2 Long-range Development Plan, December 1988
7A.3 CCC Five-year Plan, February 1989
7A.4 Plans & Specifications, Luria Library/LRC
7A.5 Project Planning Guide, Interdisciplinary Bldg.
7A.6 Plans & Specifications, Interdisciplinary Bldg.
7A.7 Project Planning Guide, Student Services Center
7A.8 Plans & Specifications, Student Services Center
7A.9 Project Planning Guide, Secondary Effects
7A.10 Plans & Specifications, Secondary Effects
7A.11 Project Planning Guide, Bookstore Remodel
7A.12 Project Planning Guide, Handicapped Access/Schott & Wake Centers
7A.13 Project Planning Guide, Business Communications Center
7A.14 Plans & Specifications, Business Communications Center
7A.15 Plans & Specifications, Pershing Parking Lot Expansion
7A.16 Plans & Specifications, La Playa Parking Lot Renovation
7A.17 Plans & Specifications, Parking Structure/West Campus Entrance
7A.18 Plans & Specifications, East Campus Entrance/Parking Area
7A.19 Deferred Maintenance Plans
7A.20 Safety surveys/Inspections
7A.21 Hazardous Waste Removal
7A.22 Asbestos Removal
7A.23 Reclaimed Water Project
7A.24 Pershing Park Hillside
7A.25 Vista Point, West Campus
7A.26 West Campus Master Plan
7A.27 Parking Utilization Survey
7A.28 Traffic Safety Study
7A.29 EMS System/Utility Study
7A.30 CCC - Space Inventory
7A.31 Report to Senator Hart
7A.32 Business Services Annual Reports
7A.33 Master Plan Calendar
7A.34 Classroom Renovation Summary
7A.35 Emergency Preparedness/Earthquake Plan
7A.36 Material Safety Data Sheets
7A.37 PCB Removal
7A.38 Underground Tank Removal
7A.39 Annual Security Report

Financial Resources

Standard Eight

Standard 8 Committee

John Diaz, Special Program Adviser, EOPS; *Chair*
College Planning Council
Dr. Martin Bobgan, Vice President, Continuing Education
Karolyn Hanna, President, Academic Senate
George Lewis, Division Chair, Health and Human Services
James Minow, Executive Director, Foundation for SBCC
Pat Moorhouse, Division Chair, Physical Education
Mark Nichols, Associated Students
Daniel Oroz, Vice President, Human Resources
Dennis Ringer, Division Chair, Social Sciences/Foreign Languages
John Romo, Vice President, Academic Affairs
Guy Smith, Division Chair, English, Journalism and Essential Skills
William Vincent, Division Chair, Business Education
Dr. Charles Hanson, Vice President, Business Services
Resource Person
David Pickering, Controller

STANDARD 8A

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

DESCRIPTION

The California Community Colleges provide a comprehensive curriculum and activities which support major transfer and occupational programs, development of skills essential for academic success, and general credit and non-credit programs appropriate to the needs of the community. This global mission has had a major influence on the development of the *Statement of Institutional Directions* for Santa Barbara Community College District (8A.1).

Directions for planning for 1990 through 1992 began with the Superintendent/President's memo of September 19, 1989, which identified the following components: (8A.2, 8A.3)

- o A comprehensive, integrated yet concise summary of activities planned for implementing the goals of the Statement of Institutional Directions (SID). This will be a college plan for 1990-91 and 1991-92.

- o Individual department plans which, as in the past, will identify departmental objectives and activities and resource needs. These will be used within administrative units to develop resource priorities. They will be retained within each administrative unit (i.e., Academic Affairs, Business Services, Continuing Education, Student Affairs) for unit-level planning. These plans will also address specific departmental involvement in pursuit of the SID goals and objectives.

  The resource requirements developed from 1) and 2) above will serve as the focus for developing the college budget for 1990-91 and 1991-92.

Accordingly, departmental planning began with administrative units identifying from the SID goals those with which they would be actively involved. The departments then included appropriate activities in their individual plans and their resource requests. The budget development consisted of identification and prioritization of resources from the plans which served as the basis for resource allocation through the college budgeting process.

For the past several years the District has used departmental plans to identify specific objectives and goals which are translated into resource requests (personnel, operating, and capital items). Each major administrative unit (i.e., President's Office, Academic Affairs, Student Affairs, Business Services, and Continuing Education) then utilizes an internal process to prioritize resource requests and ranks them for funding. These plans and resource rankings generally have formed the basis upon which budgets are augmented from various revenue sources.

Prior year expenses form the basis of estimating future years' budgets. Most costs are on-going and non-discretionary, since about 82 percent of the budget consists of salary and benefits, and another 10 percent fixed costs. Reallocation of resources does occur within and between departmental and division cost centers as needs change and resources are shifted. Additional resource requests are prioritized, ranked and forwarded to the College Planning Council which reviews and recommends allocations to the President. The College Planning Council adopted allocation guidelines in 1986-87 and has been intimately involved in prioritizing and ranking expenditures from lottery income.

APPRAISAL

The planning process has been integrated with budget development procedures, and all segments of the District participate and have input by ranking their specific resource requests. Final decisions on resource allocations are ultimately made by the President and the President's Cabi-

net.

Most of the budget is linked to ongoing costs of continuing employees (salaries and benefits), regular classroom and support costs (supplies, contracts, etc.) and physical plant maintenance (utilities, repairs, etc.). What in one year are discretionary funds most often become ongoing expenses the following years when allocations are committed for continuing activities and services. Any categorical fund revenues (i.e., EOPS, DSPS, AB1725, VEA, etc.) must be linked to expenses within that category.

Effective faculty participation in the budget process has been inhibited by inadequate understanding on the part of the faculty of the complexities of the college budget. A better understanding of the process would promote more effective participation of the faculty.

Historically, institutional priorities related to college-wide resources have not received formal college-wide review on a regular basis due to the limitations on discretionary funds. Such formalized review may make it possible to increase the level of discretionary funding in order to better meet college-wide priorities.

Depending on the year and cost increases for ongoing expenses, the discretionary allocations are often less than one percent of the general fund budget. On the other hand the majority of lottery funds have historically been discretionary and allocated through the established process. That flexibility was drastically reduced in the 1990 collective bargaining negotiations. There have never been sufficient resources to satisfy the demand leading to some dissatisfaction with the allocations as well as the process.

Although there is a two-year program plan, the budget cycle is essentially a one-year plan (following the State of California). Estimates on the subsequent year funding are made in October but by necessity are based on numerous assumptions (e.g., ADA, COLA level, fixed cost increases, staffing changes, etc.). Better estimates occur in January when the Governor's budget is published. This yields a tentative District budget, but even that is not assured until June 15 or after when the Legislature proposes changes. Usually, the District does not know its current year funding until July at which time a final budget is developed. A two-year budget plan could be developed, even with a myriad of assumptions, particularly if the District has three-year salary agreements with all groups.

AB1725 and Proposition 98 funds were received during 1989-90, and the District was required to submit a plan on proposed utilization in the 19 prescribed categories. If sufficient additional funding is approved for 1990-91, then the new Program Based Funding model will be triggered, and an entirely new funding mechanism will go into effect. This "legislative directive" has had significant impact on financial planning and will continue to influence educational planning.

PLAN

- Two-year revenue and expenditure projections will be developed to follow the two-year implementing plan for the *Statement of Institutional Directions* (SID).
- Orientation and training sessions for management and department heads on fiscal procedures, budget development, and report analysis will be held on a regular basis.
- A budget planning guide will be developed, and periodic inservice training on the budget process will be provided for faculty and staff.
- Procedures will be developed for periodic systematic review (cost center by cost center) of the entire budget to re-evaluate overall college-wide priorities.

STANDARD 8B

Financial management of the institution exhibits sound budgeting and control, and proper records, reporting, and auditing.

DESCRIPTION

The Business Manager oversees the financial management of the District assisted by the Controller who is responsible for the day-to-day fiscal operations. Requirements in the *State Education Code, the California Community College Budget and Accounting Manual, the Business and Professions Code, the California Labor Code,* and various California Administrative Codes--Title V, Title VIII, and Title XXIV are followed. In addition, the District adheres to local District policies and various procedures prescribed by the Chancellor's Office and the Department of Finance.

Expenditures are grouped into various funds and accounts including the general fund, lottery account, cafeteria account, bookstore account, construction fund, facilities fund, self-insurance fund and Children's Center fund. In addition, the College maintains over 350 auxiliary and trust accounts outside the general fund. A 24-digit account code is utilized to identify expenditures by object and program, and categorically by cost center. The budget control section assures proper categorization of expenditures and appropriate use of revenues. The College accounts are kept on a mainframe HP3000/950 computer at the Central Coast Computing Authority; account balances are available instantaneously through an on-line data communication network. The payroll system is maintained through the Santa Barbara Superintendent of County Schools, which is also on-line.

Monthly financial reports are generated by Business Services and distributed to all departments and divisions in two forms. The budget report summarizes activity by account number for the year to date, while a financial activity report supplies the detail information for each account during the last report period. A quarterly financial statement is submitted to the Board of Trustees and forwarded to the Chancellor's Office.

Grants and other special projects funded through various state or federal sources exceed $3 million a year and must be accounted for separately for the 50+ categorical/grant funds.

An independent CPA firm performs an annual audit and examines all financial records including the general fund, student financial aid, special projects, auxiliary/trust accounts, the Bookstore account, etc.. In addition the auditor certifies certain reports as part of the audit requirements, such as the attendance report, enrollment fees, investment income, etc.. The District conforms to various federal guidelines regarding financial aids, program review, and certification of expenditures appropriate to federal procedures. The auditor is required to review and comment on the internal control procedures instituted by the District as to adequacy, improvements, etc.. The last fiscal audit had no recommendation for improvement or refinement.

The District is a member of three joint powers authorities (JPA). Schools Excess Liability Fund (SELF) (8A.4) insures against liability and property exposures in excess of $1 million. The Statewide Association of Community Colleges (SWACC) (8A.5) was organized by and for community colleges to insure the liability/property exposures up to $1 million above a $25,000-per-incident self-insurance level of the District . The Southern California Community College Districts Self-Funded Insurance Agency (SCCCDSFIA) (8A.6) is the workers' compensation self-insurance JPA to which the District belongs. The Business Manager or designee serves on all boards, and the results of the operation are reviewed quarterly. The District has established a self-insurance fund (8A.7) to cover the self-insured levels of exposure and extraordinary losses. On occasion additional funds are transferred to maintain adequate reserves for anticipated future expenses and adequate reserves.

The Foundation for Santa Barbara City College was established in 1976 to assist the College in funding needs that could not be financed through District general funds or other revenue. The Foundation Executive Director is employed by and responsible to the Executive Committee and the Foundation Board. The District Superintendent/President serves as the Secretary to the Foundation Board, and additional College staff serve on the Board of Directors. The Board consists of 35 community and staff members. The annual budget for the Foundation staff exceeds $200,000 which is funded by annual fundraising efforts. The College supports the Foundation through providing some 1,500 sq. ft. of office space, utilities, and custodial support. The College is reimbursed for all printing, mailing, and telephone costs. Disbursements are approved by the Executive Director and the College President. The budget is reviewed on a regular basis by an independent CPA (8A.8, 8A.9).

A major fundraising effort (8A.10) in 1987-89 yielded over $1.2 million in pledges and contributions to assist with the construction match required by the state. A major five-year fundraising effort was begun in 1990 for allocation to areas as follows:

- o Program endowment - $5 million
- o Endowed faculty positions - $3.6 million
- o Scholarships and internships - $4 million
- o Facilities improvement - $3 million
- o Annual support $3 million

for a total of $18.6 million.

APPRAISAL

District accounting procedures must comply with the California Community Colleges accounting manual, the Santa Barbara County Superintendent of Schools' guidelines and District policies and procedures. Most of these requirements are not understood by District staff, and a great deal of redundant explanations and activities contribute to inefficiencies in procedures. Orientation sessions occur for department heads and new employees, but insufficient time (30 minutes) is allowed to do much training. Training sessions for department chairs were held in 1985, 1986, 1987; however, due to low turnout and optional attendance, the training session has not been held since. Budgeting procedures are forwarded with the educational plan development, and no special training accompanies the written procedures. Since department chairs change on a frequent basis, several have not attended fiscal training sessions.

Accurate and complete monthly financial activity reports are essential as approvals are decentralized and categorical funding increases. Certain limitations in the current financial software have been identified when used to meet this greater demand. Reports are too cumbersome, and there is currently no practical way of using existing software to produce certain summarized reports. Other financial software weaknesses have been discovered that affect efficiency, such as the process for the creation of vendor numbers and account numbers, the method for developing the State Financial and Budget report (CCFS-311) (8A.11) and the purchase order requisition process.

The expansion of categorical funds has made accounting, tracking, and reporting of categoricals a major task. All grants require specific training of staff and regular monitoring of expenditures. State instructional equipment guidelines require extensive involvement of fiscal personnel from specifications, ordering payment, to extensive reporting. Lottery activity (8A.12) is not automatic as projects are better defined, estimates are refined, and funds are carried over to subsequent years. The new requirements of AB1725 program improvement have required further reporting elements and specific tracking to tie expenditures to the submitted program. (8A.13) This dramatic change in workload has been acknowledged, but neither the staffing nor the organizational structure of fiscal services has been modified.

PLAN

- o A new California Education Computing Consortium Financial Control System (FCS) will be installed on the HP3000/950 to improve the efficiency of the financial/accounting package and enhance report writing capabilities.
- o Paper flow and procedures will be streamlined and/or reduced and use of on-line capabilities expanded. The purchasing module being developed for CECC will be considered for installation.
- o Regular in-service training to familiarize staff with new system capabilities, fiscal procedures and policies, and budget control will be held.
- o A fiscal procedures manual should be developed and procedures notebooks updated and refined.
- o Current organizational structure of fiscal services will be evaluated and staffing changes recommended where necessary.

STANDARD 8C

Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled.

DESCRIPTION

All California Community Colleges receive their primary source of revenue in the form of state apportionment based on average daily attendance (ADA). It is a complex formula established under Senate Bill 851 in 1983 which includes local property taxes and state revenue in the calculation.

Enrollment (ADA) is THE critical element in the state funding mechanism. Over 66 percent of the revenue for 1989-90 was from state apportionment, 27 percent from local sources (including property taxes), about 5 percent from the state lottery proceeds, while less than 2 percent came from federal sources.

The state has restricted growth in community colleges to the population growth of the District service area as shown in the enrollment statistics. The District has exceeded its ADA growth cap in seven of the last ten years.

A.D.A. - 1980-1990

Year	Credit	Non-Credit	Total	Funded	Unfunded
80/81	6,443	2,280	8,723	8,723	0
81/82	7,081	1,873	8,954	8,639	315
82/83	7,076	1,623	8,699	8,482	217
83/84	6,892	1,630	8,522	8,482	40
84/85	6,527	1,825	8,352	8,352	0
85/86	6,595	1,874	8,469	8,469	0
86/87	6,916	1,966	8,882	8,716	166
87/88	7,163	2,098	9,261	8,990	271
88/89	7,412	2,459	9,871	9,177	694
89/90*	7,400	2,400	9,800	9,307	493

* Estimated

Board of Trustees policy requires the District to maintain an ending balance of 5 percent of budget expenditures excluding restricted reserves. Since the mid-1970's this prudent ending balance has allowed the District to stabilize expenditures and avoid major cuts in budgets or displacement of programs.

Expenditure comparisons between 1988-89 (actual) and 1989-90 (budgeted - not reflecting any salary/benefit increases for 1990) are shown in Section 10 of this report - Background

The 1985-86 fiscal year was the first year of the California Lottery which earmarked 34 percent of the gross revenues for education. During the past five years the lottery income fluctuated from a low of $83 per ADA in 1986-87 to a high of $172 per ADA in 1988-89. Allo-

cations of lottery revenue followed College Planning Coundil guidelines; the majority of the expenditures were for one-time expenditures until 1990 when negotiations with bargaining units pledged salary increases from lottery revenues in fiscal 1990-91.

The state funding of categorical instructional equipment has increased dramatically as shown under Standard 7. Other categorical programs such as Disabled Students Programs and Services (DSPS), Vocational Education Act (VEA), Matriculation, and the Immigration Reform Control Act (IRCA), require expenses specifically allocated in those programs. Numerous other projects, grants, and special funds are also considered categorical. (8A.14)

With the passage of Assembly Bill 1725 the revenues for 1989-90 increased by over $1 million. These program improvement funds must be expended as stipulated by law in 19 categories. (8A.13) Therefore, funds were included in the budget as categorical type funds. Also included in the 1989-90 adopted budget was $625,954 in a one-time allocation from Senate Bill 98 (the State constitutional amendment for K-14 funding).

The College Bookstore is operated through a special revenue fund of the District. Although not independent from the District, the bookstore is self-supporting. Sales have increased from $1.5 million in 1985-86 to over $2.3 million in 1989-90. The surplus generated over the past 15 years has been pledged for bookstore remodeling and construction. (8A.15)

The Cafeteria is also carried as a special revenue fund. Income has fluctuated over the past four years as services have changed. The combined operation serves over 6,000 daily customers. Cafeteria sales exceeded $1.3 million in 1989-90. The Cafeteria has only a limited number of hourly employees, since it is run by the Hotel/Restaurant/Culinary department. The Cafeteria director/manager is the chairman of the HRC academic department. Students are provided with hands-on experience in the various operations of food service as well as being taught by twelve laboratory teaching assistants and two full-time faculty members as part of the regular instructional program. The Cafeteria income supports most of the direct costs of the operation; however, it is subsidized by the District for all utility costs and major maintenance. (8A.16)

APPRAISAL

Over the past five years the financial condition of the District has improved greatly, mainly due to the infusion of new and expanded State funding as shown below:

- Lottery Revenues (funded on actual ADA)

1985-86	1,046,325
1986-87	858,699
1987-88	1,229,291
1988-89	1,780,323
1989-90	1,600,000 (est.)

- Principal Apportionment (funded on ADA - growth capped)

1985-86	13,560,041
1986-87	14,805,251
1987-88	15,762,323
1988-89	16,725,553
1989-90	17,511,835 (est.)

- Instructional/Library Equipment

1985-86	337,748
1986-87-88	736,335
1988-89	305,933
1989-90	350,000 (est.)

- AB1725 Program Improvement

1989-90	1,088,177

- SB98 Constitutional Amendment (one-time funding)

o Deferred Maintenance

1985-86	697,270
1986-87	62,502
1987-88	234,900
1988-89	137,900
1989-90	362,500

Most of the new funding had significant restrictions, prohibitions, or specific guidelines; therefore, most of the new money is of a categorical nature. Often funding of ongoing categorical programs does not include COLA adjustments sufficient to cover all additional District costs.

Lottery funds initially were considered a one-time source by most California Community College districts including SBCC. Ongoing expenses funded from lottery revenue were "chancy" at best, since estimates weren't guaranteed.

Deferred maintenance revenue was specifically earmarked for projects submitted and approved by the Chancellor's Office. Projects were ranked statewide and funding coupled to specific submittals. The District did not have the ability to select which projects were funded, even though we prioritized our submittals.

Instructional/library equipment could only be used as defined by the Chancellor's Office guidelines. Items such as classroom tables, chairs, and desks were specifically excluded, but computer equipment was allowed.

Major "reform" for California Community Colleges was embodied in AB1725 stipulating funding which could be used in 19 categories of expenditures. Faculty positions (full-time vs. part-time) were a major issue in the bill.

Apportionment increases in the form of cost-of-living allowance (COLA) increases for funded ADA plus growth and equity (revenue averaging) adjustments appear to be the only additional predictable revenue without significant strings or guidelines attached. Continued over-production of ADA above the "cap" requires additional hourly and overtime expenses without reimbursement from the state. This tends to divert more resources to teaching costs than would be required.

PLAN

o The District will refine its methods of projecting ADA so that actual ADA more closely matches funded ADA. This could include elements over-expenditures of hourly certificated salaries for which the District is not reimbursed.

o The District will continue to seek external funds (i.e., grants, categoricals, foundation, etc.) for specific programs and projects.

o The equipment inventory will be used to project replacement needs and potential funding sources should be identified.

REFERENCES

8A.1	Statement of Institutional Directions
8A.2	President's Memo of 9/19/89
8A.3	Budget Development Calendar 1984/85 - 1989/90
8A.4	SELF - Excess Liability JPA, Financial Report, June 1989
8A.5	SWACC - Liability JPA, Financial Report, June 1989
8A.6	Workers' Comp. JPA, Financial Report, June 1989
8A.7	Self Insurance Fund, SBCC Budget, 1989-90
8A.8	Foundation Audit 1984/85 - 1988/89
8A.9	Annual Financial Reports, Foundation, 1984/85 - 1988/89
8A.10	Fundraising Activities, Foundation, 1984/85 - 1988/89
8A.11	Annual Fiscal Reports (CCFS-311), 1984/85 - 1989/90
8A.12	Report on Lottery Funds, 1986/87 - 1988/89
8A.13	AB1725 Summary/Funding/Appro

priations

8A.14 Report on Categorical/Grant Funds, 1988-89

8A.15 Bookstore Annual Reports, 1984/85 - 1988/89

8A.16 Cafeteria Annual Reports, 1984/85 - 1988/89

8A.17 Children's Center Annual Reports, 1984/85 - 1988/89

8A.18 Ten-Year Fiscal Summary, 1979/89

8A.19 Annual District Budget, 1984/85 - 1989/90

8A.20 Annual District Audits, 1984/85 - 1989/90

8A.21 Quarterly Fiscal Reports, 1987/88 - 1988/89

8A.22 Annual Reports, Business Services, 1984/85 - 1988/89

8A.23 Annual Statistical Reports, Business Services, 1984/85 - 1988/89

8A.24 Report on Instruction/Library Equipment, 1988-89

8A.25 Budget Development Procedures

8A.26 Funds Invested in LAIF, 1984/85 - 1988/89

8A.27 Bonded Indebtedness, County Auditor's Report

8A.28 Transfer to Construction Fund, 1986/87 - 1988/89

8A.29 Transfers to Parking, Facilities Fund, 1986/87 - 1988/89

8A.30 Cash Flow Analysis, 1989/90

8A.31 Long-Range Plan, Facilities Staffing

8A.32 Fiscal Statistics, Chancellor's Office, 1986/87 - 1987/88

Governance and Administration

Standard 9 Committee

Edmund (Tony) Gilleran, Professor, English; *Chair*
Dr. Kathryn O. Alexander, Member, Board of Trustees
Karolyn Hanna, President, Academic Senate
Joanne Gruber, Student Member, Board of Trustees
Rita Harrington, President, C.S.E.A.

STANDARD 9A

The board establishes broad policies to guide the institution, selects a chief executive officer, approves educational programs and services, secures adequate financial resources and ensures fiscal integrity. The board exercises responsibility for the quality of the institution through an organized system of institutional planning and evaluation. The board is entrusted with the institution's assets, and charged to uphold its educational mission and program, to ensure compliance with laws and regulations, and to provide stability and continuity to the institution.

DESCRIPTION

The Board of Trustees creates policy while the Superintendent/ President is charged with the responsibility to operate within those policies while applying resources to fulfill the College's mission. Key to the Board's functioning are its Fiscal, Facilities, and Educational Policies Subcommittees which make recommendations to the full Board for action. Staff direction and development are the responsibility of the Superintendent/President while the Board seeks to create an atmosphere of trust in which his professional talent, training, and creativity can flourish.

Open and frank discussion is encouraged by the free participation of faculty and staff at subcommittee meetings. In addition, the faculty and students have a regular place on the Board Agendas. Minutes of the Representative Council of the Academic Senate and Student Senate are circulated to Trustees, and the *Faculty Voice* provides another faculty forum. The Board has established mechanisms to assure the fidcal and educational soundness of the District's programs and services.

APPRAISAL

The Trustee committees, which permit trustees to meet in an informal atmosphere with the college staff, promote open communication. Rotating committee assignments and circulating committee minutes to the Board keeps Trustees informed while committees operate in an atmosphere of trust. Trustees get to know the staff as they hear plans developed.

It is the responsibility of the administration to implement established policies. Questions from a Trustee about the implementation of policies are brought to the Superintendent/ President who arranges informational meetings involving the Trustee and the appropriate administrators. Issues raised are reported to the full Board in the Superintendent/President's memo which accompanies each Board Agenda. This system results in open and frank discussions in which private conversations and opinions are subordinated. Trustees have confidence in the focus of individuals and procedures on the educational excellence of the College.

Board procedures are such that the results of both academic and student personnel program reviews are regularly presented to the Board (9A.1). This process helps to assure the Board of the quality of educational programs, certificates, and degrees.

The Board is well informed regarding the College's planning processes and approves the College's fiscal plan. The Facilities Master Plan has been thoroughly reviewed, evaluated, and finalized by the full Board. Based upon that review and the determination of the plan, the College President is directed to implement the plan.

The fiscal soundness of the District has been maintained by the Board's attention to budgetary matters. The budget is established annually and reviewed quarterly. Annual audits are accepted by the Board. Board policy requires a five percent contingency reserve. Board directions assure a balanced program in which

support for the instructional and student services program is provided through adequate custodial support, equipment replacement and acquisition, supplies, support personnel, and building maintenance and development. Trustees consider the auditing procedures to be sound and adequate.

The Board has approved a statement on academic freedom and the Board is vigorous in its protection of this principle and other college matters.

Trustees consider their diverse backgrounds to be an asset in representing the college and trust the integrity of the purpose of their fellow trustees which focuses on protecting and advancing the College rather than on political or career agendas. They sign a yearly Conflict of Interest Statement and refrain from voting on issues which represent a possible conflict of interest. The Superintendent/President has never received a call from a Trustee attempting to influence a hiring or personnel decision.

PLAN

The Facilities Committee plans to identify issues at the conceptual level for review by the full Board. The full Board may meet as a Committee of the whole to discuss the Facilities Master Plan.

The Educational Policies Subcommittee will focus on the General Education program and, as background, Trustees plan to take part in national discussions of what constitutes education.

The Fiscal Committee plans to identify budget questions of individual trustees for transmittal to the Superintendent/President. Information on the budget will remain part of Board Retreats.

The Board as a whole plans to:

- Confer on a program of action for Superintendent/President retention;
- Participate in the meetings of the CCCT, and;
- Study the goals of the College and Board effectiveness in helping to achieve those goals.

STANDARD 9B

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

DESCRIPTION

The development of an effective teaching and learning environment to fulfill the College's mission is the foremost value from which institutional decisions emanate. In the College's *Statement of Institutional Directions,* the fundamental values of the institution are articulated, and the specific program objectives are identified to fulfill those values (9B.1). As a result of such specification, the college planning process is initiated and resource allocations occur.

In addition to having a clear focus on student success and the centrality of the teaching and learning environment, the College places an emphasis upon creating a positive work environment and learning opportunities for staff (staff development). The governance processes are formulated on the basis of collegial approach, and significant staff involvement is encouraged. In all decision-making levels, efforts are made to assure that the all constituent groups are well informed and provided with numerous opportunities to present their points of view for consideration in the analysis and determination of policies and operational decisions.

The present organizational structure has been operating at the College for the past decade. Generally the structure is divided into five

major administrative units:

- o President's Office
- o Academic Affairs
- o Student Affairs
- o Business Services
- o Continuing Education

Within this structure, responsibilities are defined clearly and the College operates in a manner generally perceived as efficient and effective. In spite of significant commitments at the state and local level, the chief executive's major time commitment is to the institution, and he is fully involved with the issues confronting the College.

Administrative staff at Santa Barbara City College is well qualified by virtue of educational background and experience to provide the necessary leadership for the institution. The staff has had considerable continuity. The President, three Vice Presidents, the Business Manager, and the Personnel Director have all been at the College for at least nine years. In addition, the college has had continuity at the dean and assistant dean level as well as in other areas of the management structure.

Professional development among the management staff is encouraged. A management breakfast series is planned throughout the year. A management retreat is conducted during the summer, in which a full day is spent with a facilitator. A common understanding of college issues and an increase in effective relationships among administrators are the objectives of this session. With the understanding that the work of the College is the first priority, administrators are encouraged to participate in state and local professional organizations, present papers, write articles, attend seminars, and pursue other experiences to develop their skills. Some administrators have participated in sabbatical leave programs. Others have attended training sessions of varying lengths. In addition, summaries of books, professional articles, etc., are circulated regularly among the staff.

The approach to the determination of institutional objectives and institutional planning has been explained under Standard One. The College's budgeting process, which is designed to relate resources to objectives, has been further outlined under Standard Eight. Because state funds are limited, considerable effort has been made both to increase internal efficiencies and to secure outside financial resources to achieve the identified college directions.

The approach to institutional research is to involve many administrative and other college staff in Institutional Research projects. The reasons for this are to produce a better research project and to increase the probability of applying the results to program change. The Institutional Research Committee provides the leadership in this area. At least once annually, a full day is spent on analyzing the institutional research results and applying them to improvements in college programs. This task involves the top administrators of the College, including the Superintendent/President (9B.2).

Consistent efforts are made to identify where improvements can be made in applying management and physical resources (e.g., space utilization assessment, energy management, custodial work schedules, coordination among administrative units, etc.).

There is recognition by all components of the College that its most vital resource is the people who comprise it. Every effort is made to recruit the most outstanding teachers, administrators, and support staff. (See also Standard Three) This is done with a strong commitment to affirmative action. Reliance is placed on professional organizations, personal contacts, and state and national advertising.

Staff evaluation is well established for all staff components--administration, faculty, and support staff.

Professional development programs are in place for the administration, faculty and support staff. The efforts of faculty development are chronicled each year through the booklet, *Instructional Improvement at Santa Barbara City College*. Recently, the Classified Professional Growth Council has increased expectations for

staff in this area for professional development opportunities. A videotape for classified workers is among the vehicles for staff development in this area.

APPRAISAL

Though there are numerous procedures designed to encourage frank, continuous discussion among all constituencies, there are needs in some areas to focus more specifically on developing broad-based understanding. For example, greater emphasis must be placed on developing an understanding of the College budget. In addition, in the final determination of resource allocation, there must be improvement showing the relationship between the resources allocated and the *Statement of Institutional Directions.*

In the development of a collegial environment, concern has been expressed by faculty that too much consultation may be occurring and too much time may be spent on committees and other processes of the College. This needs to be evaluated and a determination made as to how involvement can be efficient as well as effective. Although the mechanisms to develop faculty involvement in the governance processes are clear, there is a need to define more sharply the modes by which the classified staff can become involved.

As noted, the administrative organization of the college has remained in place for the last decade. The college has changed significantly during this time and to some extent the administrative changes have not sufficiently adjusted to the emerging needs of the institution.

Needs are apparent in some areas, e.g., management of the microcomputer environment, to make some adjustments to more fully comply with past and emerging institutional changes, and the personnel/human resources area.

A broad-based analysis has been conducted to find a more effective way to manage the College's microcomputer environment. A committee chaired by the Superintendent/ President has concluded that there is a significant need for an administrative unit to provide greater support in this area. The report, *Proposed SBCC Plan for Achieving an Effective and Efficient Microcomputer Environment*(9B.3) outlines what is now being planned. Specifically, the large investment made in microcomputers has not been accompanied by appropriate management of this resource and with the needed attention to staff development training needs, repair, maintenance and inventory control mechanisms.

Because of limited State funding, Santa Barbara City College will rely more on private funding for support of programs to achieve defined objectives. In this regard, the College has developed an excellent Foundation. Attention must be directed to assess the most effective administrative structure to have the Foundation's full potential reached.

Institutional research has been decentralized at the College. Generally, this has worked well. However, this approach has called for significant time investment by line administrators. There is a need more fully to evaluate how the College's exceptional institutional research program can be sustained while not placing unrealistic demands on existing College staff.

The passage of AB1725 has resulted in a significant decentralizing of functions from the Chancellor's Office (e.g., state credentials dropped with competencies determined locally), and an increased role for campus constituencies in staff diversity efforts, staff development, etc. These changes will impose new duties and greater responsibilities on local colleges and particularly the Personnel Office and the College faculty. There is a need to assess the adequacy of staffing in this area and the level of leadership for the Director of Personnel.

Within the Academic Affairs area the organizational structure of a Vice President, Division Deans, and Department Chairs has resulted in an effective organization. However, the roles of the Deans have been changed to assure that all Deans now have line responsibilities to the Divisions as well as continuing to fulfill numerous staff functions. The functions

and responsibilities of division and department chairs are in need of review and evaluation. The focus should be on the need for positions at both levels, distinction of responsibilities, coordination, and compensation.

Staff members are evaluated regularly and in a manner that encourages broad-based feedback on performance, a self-evaluation, and an evaluation by the supervisor. The primary focus of the evaluation process is to increase the capabilities and competence of the staff.

When outside assistance is needed to improve performance in some area, help is obtained. If staff members need to develop additional skills, professional development support is identified and, most often, the staff member is supported in receiving that assistance.

A strength of this organization is its well-established institutional research program. The value of this program is realized when the research results are applied to the development of programs and institutional plans.

The evaluation of the college planning process and a change to a two-year planning cycle appears to be yielding better products. Spending a year to develop strategic insitutional directions has resulted in involvement of all major college groups and an understandable set of directions. The three-year plan is developed only during the second year. By spending a full year on planning, we expect to see a more thorough development of plans to achieve the directions identified. In addition, resource development plans will be developed and will be linked with each of the major areas of direction.

In the areas of data processing, equipment acquisition, approving travel, replacing positions, etc., it is believed that greater efficiencies can be obtained. There is a need to evaluate the paper flow as it relates to areas such as purchasing of equipment, approval of travel, etc. The use of microcomputers to streamline the flow in these areas and decentralization of authority need to be considered.

Generally, the College is effective in recruitment. There is a need to develop greater involvement of faculty in applying their networks to identify exceptional candidates. A videotape and new brochure have been developed to increase outreach efforts.

The approach to evaluation was revised just prior to the last accreditation visit (1985). In the evaluation of administrative staff, flexibility is applied to specifically tailor the evaluation forms for individual positions. The processes are seen as yielding valid results.

Instructional improvement funds resulting from AB 1725 have been used to augment already extensive college fiscal commitments in this area. The present program has been effective, but a review is in order.

PLAN

The College will include as part of its staff development program, in-service programs that create a clearer understanding of the College budgeting process. Specifically, we will identify how allocations relate to the College's Statement of Institutional Directions.

Faculty involvement in governance will be evaluated and an attempt made to reduce time commitment while still retaining the benefits of a collegial approach. For example, the college committee structure will be reviewed to minimize overlap of functions, identify means to involve greater numbers of faculty members in governance processes, and provide a description of the College decision-making processes.

An effort will be made to develop more definitive means for classified involvement in College governance procedures.

An institutional plan to improve efficiencies and effectiveness in microcomputer applications to the SBCC teaching and administrative operations will be implemented.

A close fit between College and Foundation activities and increased effectiveness in public affairs will be developed. We will also build greater staff awareness of The Foundation for SBCC. The college staff will become more

involved in achieving the long-term fund-raising objectives. Alignment of The Foundation Director's position with the administrative structure will be sought.

The College's approach to institutional research will be evaluated to yield an approach that will sustain the current level of excellence but will not continue to require an unrealistic time investment by existing administrators.

Staffing requirements and the level of institutional leadership designated for the Personnel Director's position will be determined to assure institutional effectiveness in meeting AB 1725 requirements.

The organizational structure in Academic Affairs, particularly the roles of Division and Department Chairpersons, will be reviewed to assess efficiency, effectiveness, and appropriate distribution of compensation.

The administrative evaluation procedure will be used more effectively to identify areas of professional development needed by staff. Based upon these recommendations, the college will try to provide financial support for specific professional development experiences.

The leadership and management capabilities of the staff will be strengthened by continuing to decentralize responsibility and authority within the organization.

Individuals will be provided with opportunities to enlarge upon their skills by providing diverse experiences within their area of administrative responsibilities.

A consultant will be employed to look at the paperwork flow within the fiscal services and other departments to assure that appropriate use is made of microcomputers and procedures to improve administrative efficiency.

The results of the institutional research review will be documented and a report for the college community will be provided to demonstrate how the results are applied to program planning and improvement.

The new approach for planning will be evaluated to assess its effectiveness in determining institutional directions, the development of college and unit plans, and the identification of means to secure the resources needed to accomplish those plans.

Professional development opportunities for classified staff will be reviewed. The Professional Growth Council will be the primary group to conduct this assessment. Support for training in dataprocessing will be expanded.

The instructional improvement brochure, which has served the College well for nine years as a means of identifying faculty achievement, will be evaluated to determine whether it represents the best means to promote and support faculty development.

The Faculty Enrichment Committee will be asked to coordinate a comprehensive review of the approach that has been followed in faculty development and to recommend new approaches.

STANDARD 9C

The role of faculty in institutional governance is clearly defined.

DESCRIPTION

Faculty participation in governance at Santa Barbara City College is accomplished through:

- o Participation in the Academic Senate.
- o Participation and involvement in standing committees, faculty selection committees, peer evaluation committees and special ad hoc committees.
- o Division or department committees.

The Academic Senate functions as the voice of the faculty in all academic and professional matters. The members of the Senate, comprised of all full-time faculty and eligible part-time faculty, empowers the Representative Council, an elected body, to act on its behalf.

The Academic Senate is governed by a consitution that is available to all faculty. (9C.1) The Representative Council is composed of fourteen faculty elected at large and meets the first and third Monday of the month.

The Academic Senate President meets weekly with the College President. The Senate President participates in College Council and the College Planning Council meetings and is invited to sit in on subcommittees of the Board of Trustees.

Service on committees is a part of faculty contractual responsibility. Appointment of faculty members to all college standing committees (9C.2) is made by the Academic Senate President. Faculty members participate on selection/hiring committees and on peer evaluation committees as outlined in policies and procedures regarding those activities. (9C.3, 9C.4)

The faculty is represented in labor relations by the SBCC Instructors' Association, an independent bargaining unit. A cooperative collegial relationship exists betwen the Instructors' Association and the Academic Senate. Interrelationships betwen the Academic Senate and the SBCC Instructors' Association are described in the contract of the Instructors' Association. (9C.5)

In addition to the Academic Senate and the Instructors' Association, faculty is also represented on Division Chair Council (DCC). Membership in DCC consists of Division Chairpersons (faculty members elected by their divisions for three year terms). The President of the Academic Senate serves on DCC as a non-voting member. Division Chair Council plays a significant role in recommendations regarding allocation of faculty positions to departments, in review of requests for equipment (new and replacement), and in review of lottery requests.

Three faculty members from DCC serve on the College Planning Council (CPC). The role of CPC is described in the *District Policy Manual.* (9C.3) Both DCC and CPC are chaired by the Vice President of Academic Affairs. Division chairs also serve on the Curriculum Advisory Committee. (CAC)

APPRAISAL

Evaluation of the faculty role in governance at SBCC was conducted at a regular meeting of the Representative Council of the Academic Senate and in a special meeting of DCC with the Executive Committee of the Academic Senate. The following appraisal represents a systhesis of thoughts expressed by those two groups.

There is a general sense that opportunities are available for faculty involvement in governance through the Academic Senate, college committees and Division Chair Council. Service on college committees is a professional obligation and enjoys a high degree of participation by full-time faculty. Several committees are viewed as being particularly effective, among which are Academic Freedom/Professional Standards, Sabbatical Leave, Faculty Enrichment, and the Curriculum Advisory Committee.

While committees work efficiently and in a timely manner, concern was expressed regarding the lack of clarity regarding the degree to which faculty input influences final decisions. On occasion, committee recommendations generated by conscientious faculty review and deliberation, have been partially turned down by administration (e.g., expenditure of lottery funds and allocation of new positions).

There is a perception by the faculty that when thorough faculty review and recommendation has been requested and provided, it should be accepted in making the final decision. When a situation arises where the Superintendent/ President has a strong preference for the direction in which a decision should go, the faculty would appreciate having that point of view openly communicated early in the process. If faculty recommendations are not followed, a process in which the rationale is communicated back directly to the faculty should be developed.

In regard to the hiring process, selection committees are comprised primarily of faculty members who do preliminary screening and the initial interviews. Three unranked final candidates are then forwarded to the Superinten-

dent.

In recent years, the final interview process has been expanded to include the Department Chair and Division Dean as well as the Vice President for Academic Affairs. On some occasions, the Division Chair has also been invited to participate in the final interview. The increased involvement of faculty in this process is acknowledged and appreciated. There is a desire by faculty for more active involvement and influence on the final decision (i.e., submitting names of candidates ranked rather than unranked).

It appears to the faculty that the majority of decision-making occurs at the level of the President's Cabinet. At the present time, the President of the Academic Senate does not meet with the Cabinet. More input from the faculty, at this level, is viewed as necessary.

Discussion on the Representative Council's role highlighted several concerns. In its present structure, individual members are expected to represent the faculty in general, but they do not have a specific constituency to whom they report. Also under the current constitution of the Academic Senate, there is no provision for transition between the president and the president-elect. An additional issue relates to creating a more clear delineation between the roles of the Division Chair Council and the role of the Academic Senate on policy-making.

The view was expressed that there is a lack of opportunity for involvement of non-instructional faculty in governance, particularly faculty in the Student Services area. The organizational structure within that area does not follow the pattern of department chair/division chair that exists in the academic areas. Faculty positions on CPC are limited to representatives from DCC. Although members of the Counseling staff have frequently been elected to the Representative Council of the Academic Senate, there is no mechanism to ensure their involvement in that body either.

Several faculty members have expressed concern regarding the lack of an organized approach to helping new faculty members become involved in governance. Frequently, new faculty members seem unclear regarding committee functions, and their role in governance at the department/division level as well as college-wide.

Another area of discussion centered on a lack of interaction and direct faculty access to the Board of Trustees. Faculty members are invited to attend meetings of the Board of Trustees and frequently give formal presentations, but there is limited opportunity for less formal interaction.

PLAN

Review and more clearly delineate the decision making process utilized at SBCC.

- o Develop a flow chart outlining title and function for recommending and developing policy.
- o Create a feedback/accountability loop regarding recommendations.

Evaluate current hiring policy in regard to AB1725 requirements and the faculty role in final selection of candidates.

Consider including the Academic Senate President in cabinet meetings.

Review and revise the Constitution of the Academic Senate with consideration of:

- o Creating the position of president-elect for one semester;
- o More clearly specifying a constituency to whom Rep. Council members report;
- o Delineating more clearly the relation ship between the Academic Senate and

DCC.

Explore and develop mechanisms to ensure participation of non-instructional faculty in college governance.

Improve orientation of new faculty members to their role in governance by the following:

- Review and revise the section of the *Faculty Handbook* that describes Academic Senate and faculty role in governance.
- Expand new faculty orientation to include a workshop toward the end of the first year to prepare them for committee and department service.
- Consider the development of an internship with the Representative Council for new faculty.

Develop mechanisms for increasing interactions between the Board of Trustees and the faculty (e.g., combined Representative Council/Board retreat, periodic meetings between the President of the Board and the President of the Academic Senate and/or the Representative. Council).

STANDARD 9D

The role of support staff (non-faculty) and of students in institutional governance is clearly defined.

DESCRIPTION

The responsibilities of the Classified Professional Growth Council were expanded in 1989 to increase the involvement of the classified staff in the College's governance procedures. This is an elected Council that serves as a representative group of classified staff including management and confidential. The Professional Growth program described in the *Classified Employees Handbook* (9D.1)describes the selection of council members, establishes requirements for educational increments and encourages classified staff to improve professionally through educational and civic activities.

On campus is a chapter of the California School Employees Association which handles all negotiable items. (9D.2)

Student participation in college governance is organized through the Santa Barbara City College Associated Student Body (ASB). The ASB represents both day and evening credit students, part-time and full-time.

The District believes that students should have a voice in the way their college operates. Democratically elected Associated Student Body officers regularly participate in college governance. The SBCCD Board of Trustees includes a non-voting student member. Students serve on eight of twenty college-wide standing committees. This provides the opportunity for formal student input in the governance of the College.

Students also practice in self-governance via the SBCC Associated Student Body. Student's rights and responsibilities for self-governance are clearly defined through the Associated Student Body constitution. The ASB Cabinet, made up of five officers and up to twenty-four senators, sets policy and manages the ASB budget. Student government is described in more detail under Standard 4, Student Services

APPRAISAL

There is a need to enhance a sense of community among the classified staff and the College. The past year the Classified Professional Growth Council has developed an orientation video for new classified employees, continued annual in-service programs, encouraged participation in professional growth on the campus by revising the requirements to achieve salary growth incre-

ments and developed communication through the *Classified Currents* newsletter distributed to classified staff. (9D.3)

The monetary awards for professional growth increments and the Outstanding Classified Employee of the Year Award have been increased. In addition, the Classified Employee of the Year has been selected by the CPGC. The council members are involved with several committees on campus.

CPGC realized that with our increased responsibilities on campus, council guidelines must be established. Two ways to accomplish this will be to review other college district's Classified Councils and invite the President of the Academic Senate to address the council. This would provide the Council with a better understanding of the Academic Senate's function.

Evaluation of student participation in governance was conducted through the Student Senate class. Generally, students felt they were well received by committee members, yet the degree of student participation varied. This was based on the student's level of understanding of the committee issues that were being discussed. The committee chair's understanding of the student's role in governance also influences the degree of student participation. Students are more involved in meetings when the chairperson takes the time to assure that students understand the function of the committee.

Another factor in effective student participation is receiving background information prior to each meeting on past and upcoming issues that the committee is to discuss. This must be done far enough in advance for the student to present this material to the Student Senate prior to the committee meetings. When this occurs, the student participation is increased and at the same time the committee chair is well informed of the student's role as a representative.

PLAN

Enhancement of CPGC will occur with the review and implementation of the following changes:

Revision of the CPGC handbook to reflect the changes in CPCG's responsibilities and through the development of a statement of responsibilities.

Systematic encouragement of staff participation in educational activities and cross-cultural training with consideration of reimbursement for tuition and books. Education may also include employee retreats by work areas.

Improvement of promotional opportunities by the possible establishment of classified management intern positions.

Consideration of the establishment of monetary awards for money and time-saving suggestions.

The establishment of an Employee Staff Development Loan Fund through the Foundation for SBCC.

Review of the College committee structure to determine appropriate classified representation; e.g., Faculty Enrichment, Computer Assisted Instruction (CAI), Library, Tutorial/ Learning Assistance Center, Student Services Advisory, Co-Curricular Resources, EOPS/Financial Aid Advisory, Safety, Security and Health Services, College Planning, Affirmative Action, Facilities Planning, and Personnel Benefits.

Exploration of means of improving campus communications. For example, joint meetings with classified and certificated staff; campus informational meetings to encourage communication within the college, and, open forums with students, possibly with Student Senate involvement.

Development of guidelines for students, faculty, and staff that outline roles and expectations for student participation in campus committees by the end of the Fall semester 1990.

Encouragment for committee chairs to meet with the student representatives to review the committee's function by the first week of the Fall and Spring semesters.

Exploration of student involvement on other campus committees where students are not currently represented.

REFERENCES

9A.1 Examples of Board Minutes
9B.1 Statement of Institutional Directions
9B.2 Review of Institutional Research Results
9B.3 Proposed SBCC Plan for Achieving and Effective and Efficient Microcom puter Environment.
9C.1 Constitution of the Academic Senate
9C.2 List of College committees and participants
9C.3 District Policy Manual
9C.4 Faculty Evaluation Policy
9C.5 Instructors' Association Cantract
9D.1 Classified Employee Handbook
9D.2 Classified Employee Contract
9D.3 Classified Currents newsletter

Background Data

BACKGROUND MATERIAL

DESCRIPTION

Santa Barbara Community College District operates a single college -- Santa Barbara City College. The district covers the geographic area known as the South Coast of Santa Barbara County, extending roughly from the Ventura County line to El Capitan State Beach, and from the crest of the Santa Ynez Mountains to the Pacific Ocean. Total population of the district is estimated at 183,400 by the County-Cities Area Planning Council.

The College was originally established by the Santa Barbara High School District in 1908. It was discontinued shortly after World War I, and reorganized under the High School District in 1946, initially in downtown Santa Barbara at the site of the district's former Adult Education Center, 914 Santa Barbara Street. The College moved to its present ocean-front site when UCSB moved from there to Goleta. It has operated continuosly since that time, first as Santa Barbara Junior College, and, since 1959, as Santa Barbara City College.

The Santa Barbara Junior College District was formed in 1964. In 1965, the area covered by the Carpinteria Unified School District was annexed to complete the present district.

The College offers a comprehensive program of transfer, vocational, general, and developmental education, enrolling over 11,000 credit students. In addition, it operates an extensive non-credit Continuing Education program which reaches over 33,000 residents each year, about one in every four adults. A full range of student support services is also offered.

The main campus is on a 70-acre site overlooking the Pacific Ocean near downtown Santa Barbara. The district has two off-campus Continuing Education Centers, one on the north side of Santa Barbara and one in neighboring Goleta. The Continuing Education program also makes use of many community sites in an attempt to take its program to the people.

DEMOGRAPHICS

The district has experienced steady growth in population for several decades, increasing from about 63,000 in 1950, to about 170,000 at the 1970 census.

The community has for many years been recognized as a resort community and an excellent place for retirement. However, in the mid-sixties, a major growth spurt began when the University of California decided to locate a major campus in the area. The University campus has a current enrollment of about 19,000, and the growth of the research and development industry which it has attracted brought about rapid growth -- averaging five percent per year, and as great as sixteen percent in the area of the University campus.

By the mid-seventies, a number of factors had combined ot reduce the growth rate to about 0.5 percent per year overall, although parts of Goleta continued to expand at greater than ten percent per year, and parts of Carpinteria at five percent.

In spite of the significant reduction of overall population growth rate, the area has attracted a disproportionate number of young adults in the 20-35 year age group, even after accounting for students at SBCC, UCSB, and Westmont. There has been a marked reduction in the number of retirees seeking to live in the area. A major factor in this is no doubt the high cost of housing, which is now at a median of over $300,000 for single family homes.

Ethnically, the district overall is about seventeen percent Hispanic and about five percent other minorities (based on 1980 census). However, combined minority enrollments in the elementary district have reached more than fifty percent.

Enrollments have been increasing gen

erally over the past several years in spite of a steady downward trend in high school graduates. (Figure 10.1)

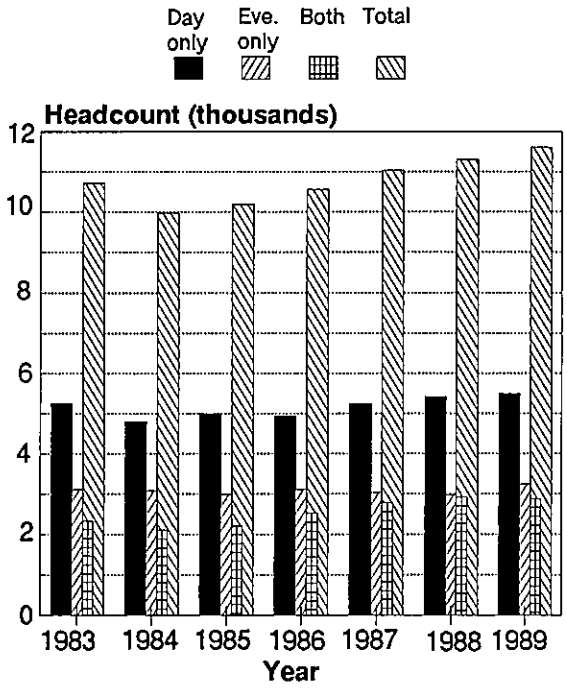


Figure 10.1 Enrollment Trends

A few years ago the trend that was prevalent was a gradually increasing median age of students at SBCC. This seems to have reversed in recent years. Numbers of traditional age (18-20) and full-time students have increased faster than the total enrollment. Nearly forty percent of students are under 21. (Figure 10.2)

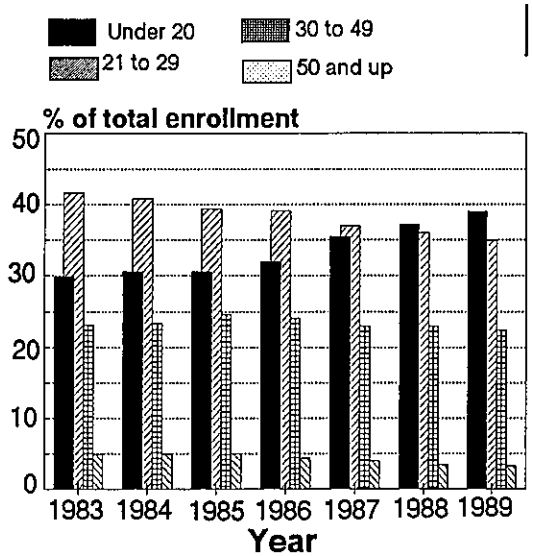


Figure 10.2 Age Distribution

Hispanic enrollment at the College, at seventeen percent, differs significantly from the community, but has been growing steadily in recent years because of aggressive efforts on the part of the College to recruit these students. This seems to have offset the trend toward fewer and fewer graduating high school students each year, since enrollments have been quite consistently upward, mostly in the 18-20 age group. (Figure 10.3)

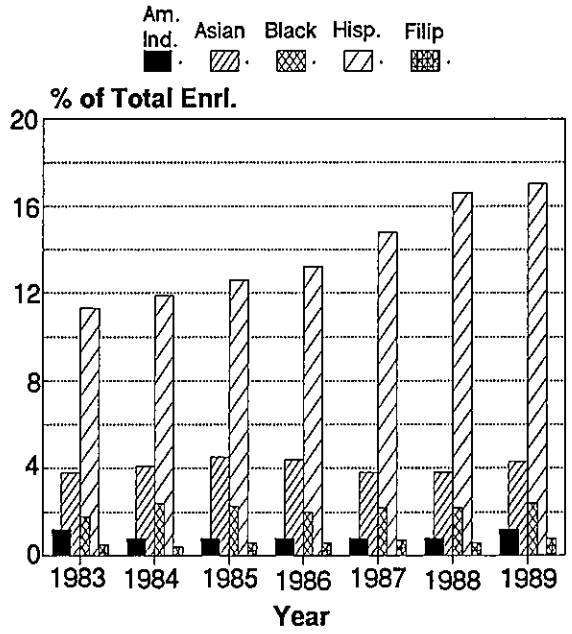


Figure 10.3 Minority Enrollment

Five years ago, it was predicted that enrollments at the College would gradually taper off as high school enrollments tended to decline. This has not happened, and now that the enrollments at the elementary level are increasing, it seems likely that the College can foresee a significant increase in enrollment in about five years, and that this increase will be predominantly Hispanic.

Another trend in the last few years is the increase in average load per student. The college has an increasing number of students carrying full-time loads, which is no doubt consistent with increase in traditional age students. (Figure 10.4)

Over the last several years, the College has tried to estimate the number of students

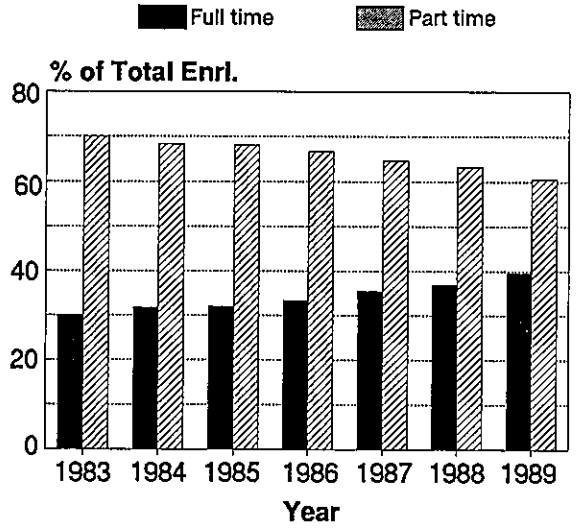


Figure 10.4 Percent Full and Part Time

who come from outside the district to attend SBCC. This has been difficult because it is impossible to determine the origin, time of arrival in Santa Barbara, and primary reason for being here. Nevertheless, the estimates, which once ran as high as forty percent, are still in the high twenty percent range. Although this is still substantial, it may be speculated that some of the decrease is related to the rapidly increasing cost of housing in the area.

Since 1983, the relative number of freshman students (under 30 units completed) has steadily increased, consistent with the increase in younger students. It has risen from 55 percent in 1983 to nearly 63 percent in 1989. Meanwhile, the number of students having baccalaureate and higher degrees has dropped from 15 percent to under 10 percent. Other groups have remained a fairly steady fraction of total enrollment. (Figure 10.5)

FISCAL DATA

Total ADA has increased by 6.7 percent in the last decade. Credit ADA has increased by 10.7 percent. (Figure 10.6)

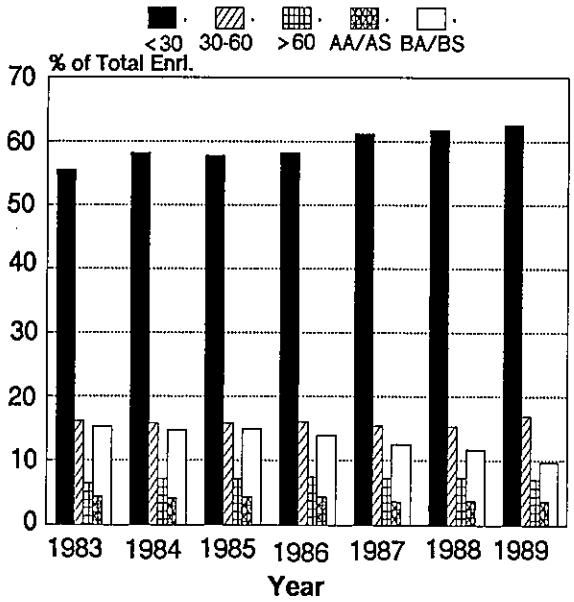


Figure 10.5 Units Completed

Figure 10.7 shows the breakdown of revenue sources for 1989-90. The district is heavily dependent upon state funds, which constitute nearly 2/3 of total revenue. Figure 10.8 shows the breakdown of expenditures for the same year. Total personnel costs for the year consitute 73.7 percent. Capital outlay is 8.1 percent.

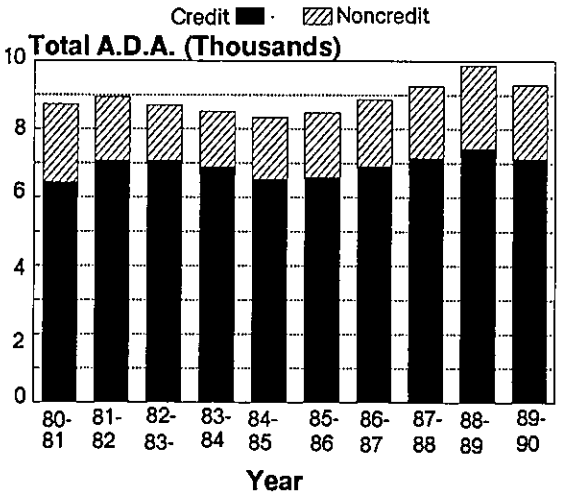


Figure 10.6 Total Funded A.D.A.

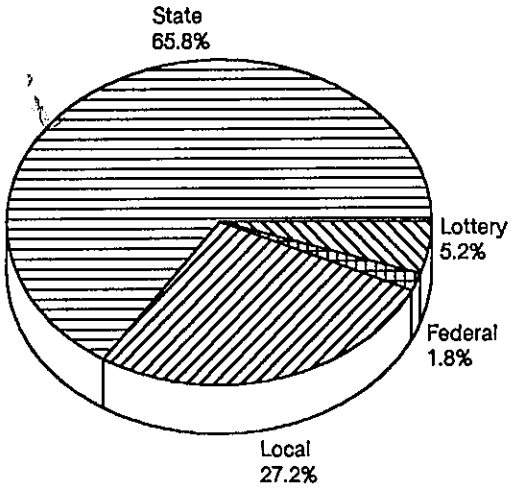


Figure 10.7 Sources of Revenue

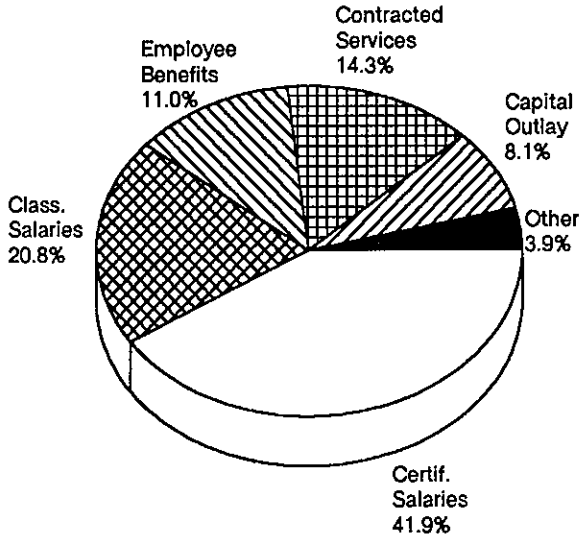
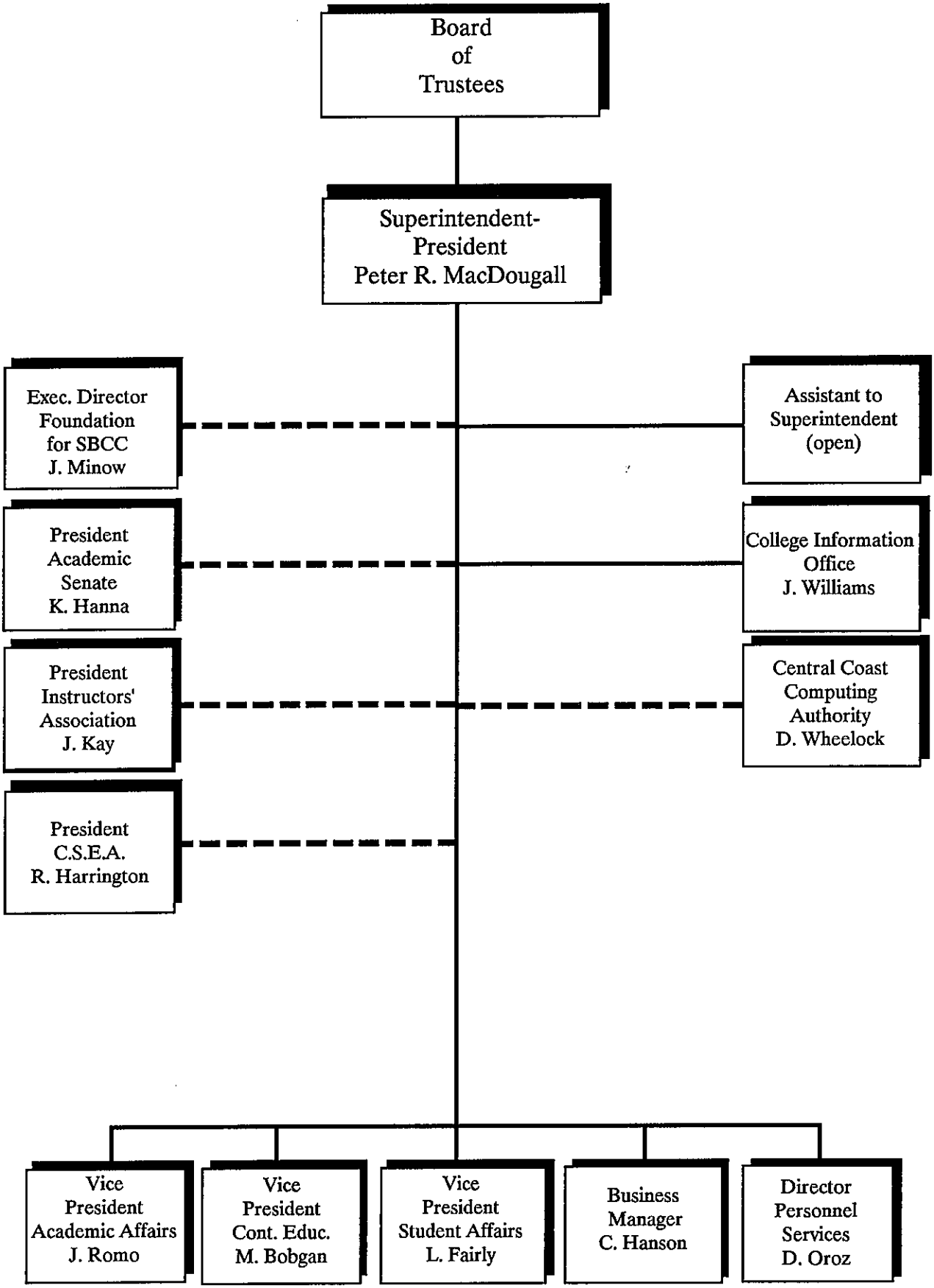


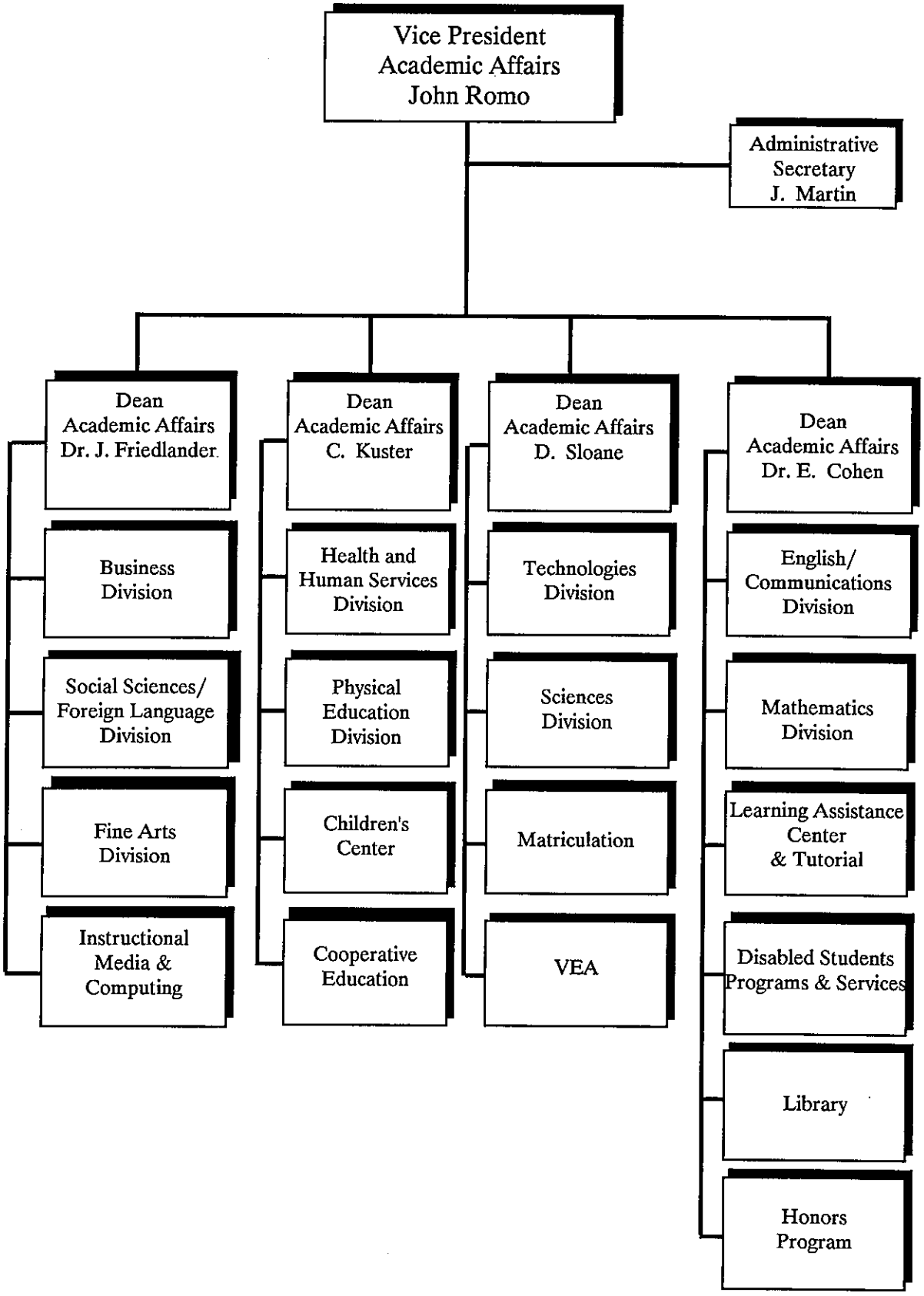
Figure 10.8 Breakdown of Expenditures

Santa Barbara Community College District

ORGANIZATION CHARTS

(As of April, 1990)


Board of Trustees
Superintendent-President Peter R. MacDougall
Exec. Director Foundation for SBCC J. Minow
President Academic Senate K. Hanna
President Instructors' Association J. Kay
President C.S.E.A. R. Harrington
Assistant to Superintendent (open)
College Information Office J. Williams
Central Coast Computing Authority D. Wheelock
Vice President Academic Affairs J. Romo
Vice President Cont. Educ. M. Bobgan
Vice President Student Affairs L. Fairly
Business Manager C. Hanson
Director Personnel Services D. Oroz


Vice President
Academic Affairs
John Romo
Administrative
Secretary
J. Martin
Dean
Academic Affairs
Dr. J. Friedlander
Business
Division
Social Sciences/
Foreign Language
Division
Fine Arts
Division
Instructional
Media &
Computing
Dean
Academic Affairs
C. Kuster
Health and
Human Services
Division
Physical
Education
Division
Children's
Center
Cooperative
Education
Dean
Academic Affairs
D. Sloane
Technologies
Division
Sciences
Division
Matriculation
VEA
Dean
Academic Affairs
Dr. E. Cohen
English/
Communications
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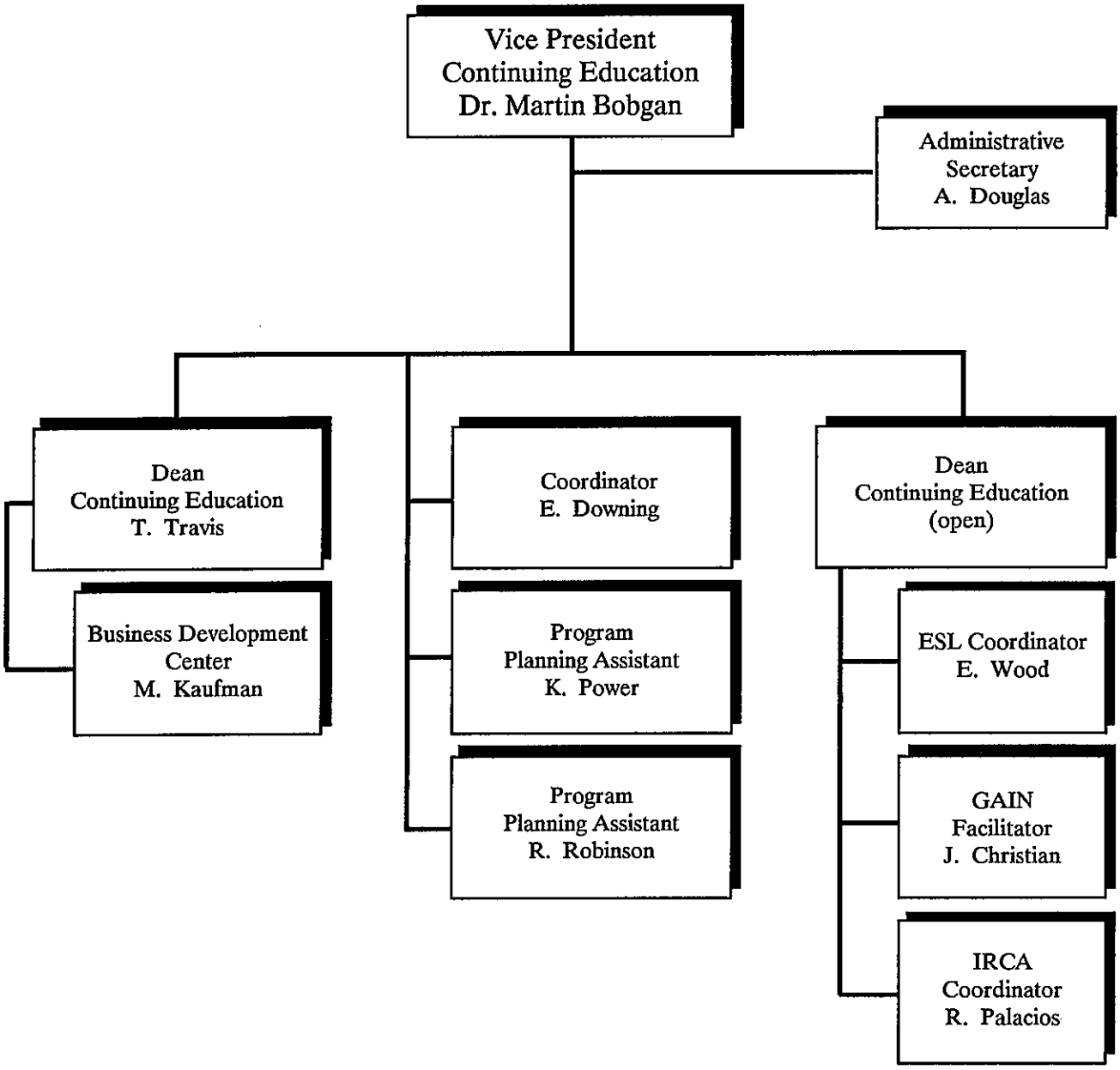
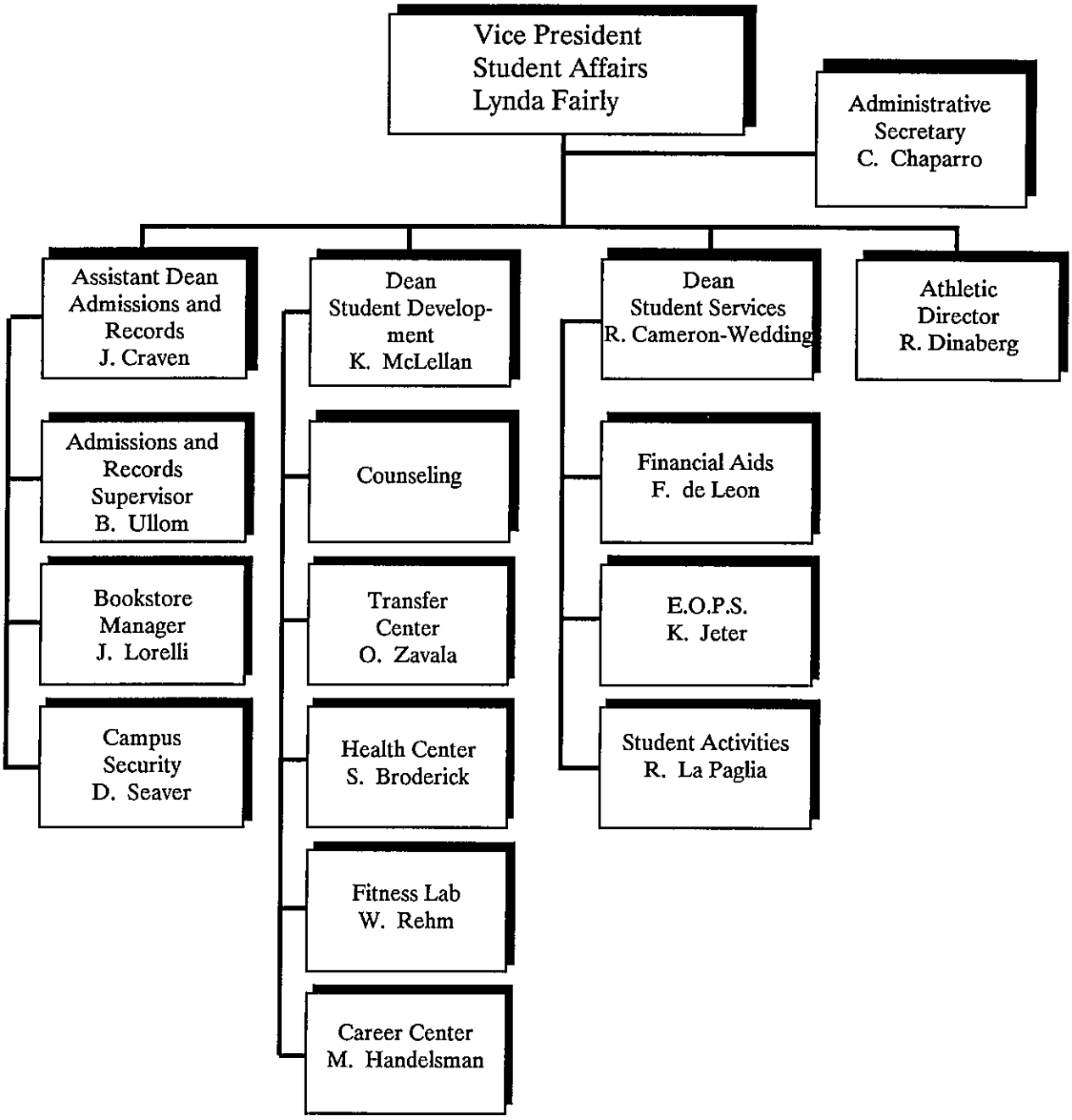
Library
Honors
Program


Vice President
Continuing Education
Dr. Martin Bobgan
Administrative
Secretary
A. Douglas
Dean
Continuing Education
T. Travis
Business Development
Center
M. Kaufman
Coordinator
E. Downing
Program
Planning Assistant
K. Power
Program
Planning Assistant
R. Robinson
Dean
Continuing Education
(open)
ESL Coordinator
E. Wood
GAIN
Facilitator
J. Christian
IRCA
Coordinator
R. Palacios


Vice President
Student Affairs
Lynda Fairly
Administrative
Secretary
C. Chaparro
Assistant Dean
Admissions and
Records
J. Craven
Admissions and
Records
Supervisor
B. Ullom
Bookstore
Manager
J. Lorelli
Campus
Security
D. Seaver
Dean
Student Develop-
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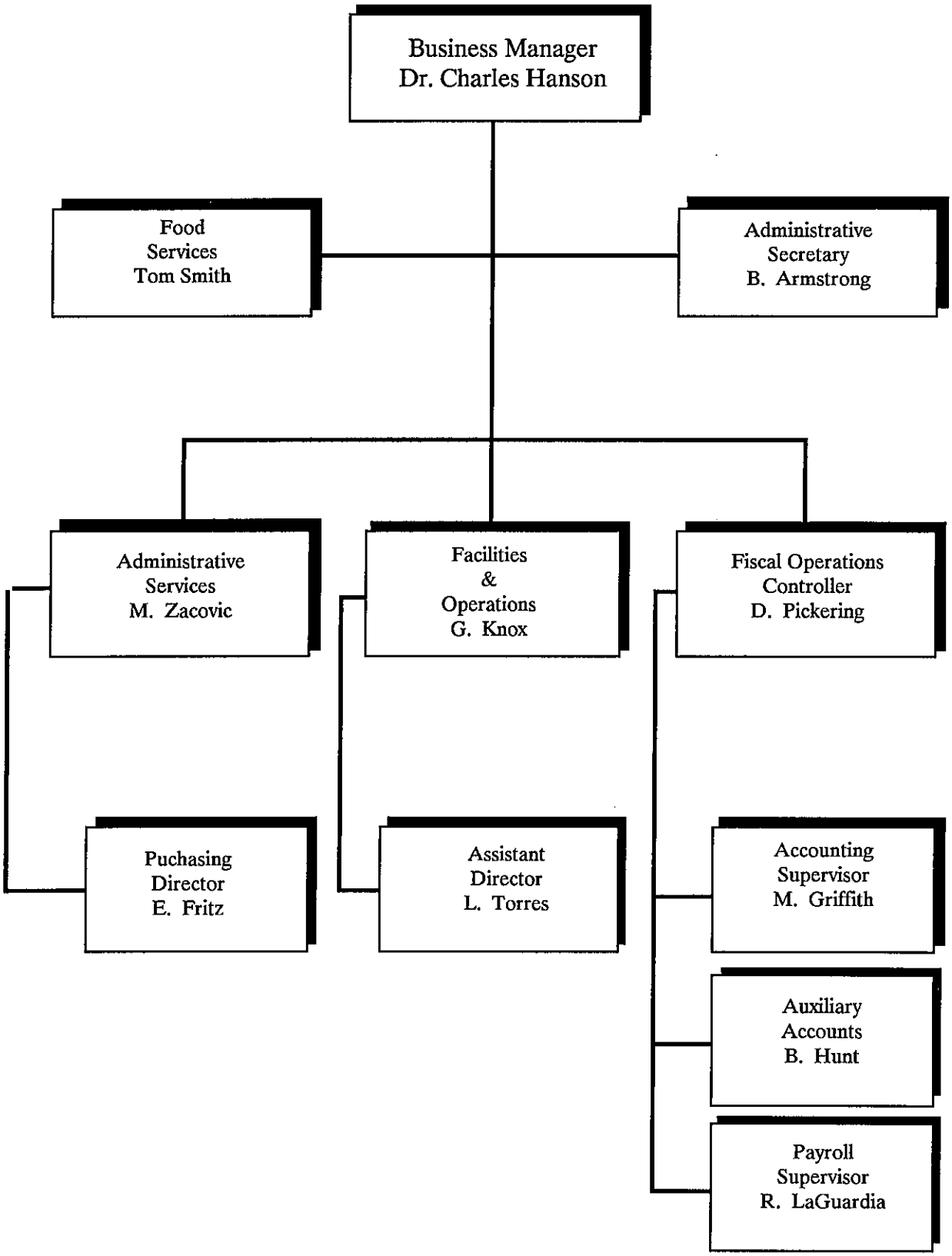
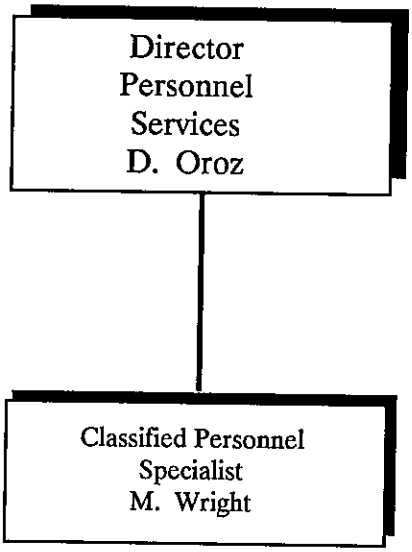
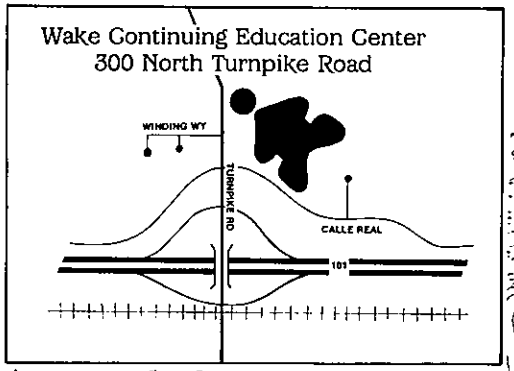
K. McLellan
Counseling
Transfer
Center
O. Zavala
Health Center
S. Broderick
Fitness Lab
W. Rehm
Career Center
M. Handelsman
Dean
Student Services
R. Cameron-Wedding
Financial Aids
F. de Leon
E.O.P.S.
K. Jeter
Student Activities
R. La Paglia
Athletic
Director
R. Dinaberg

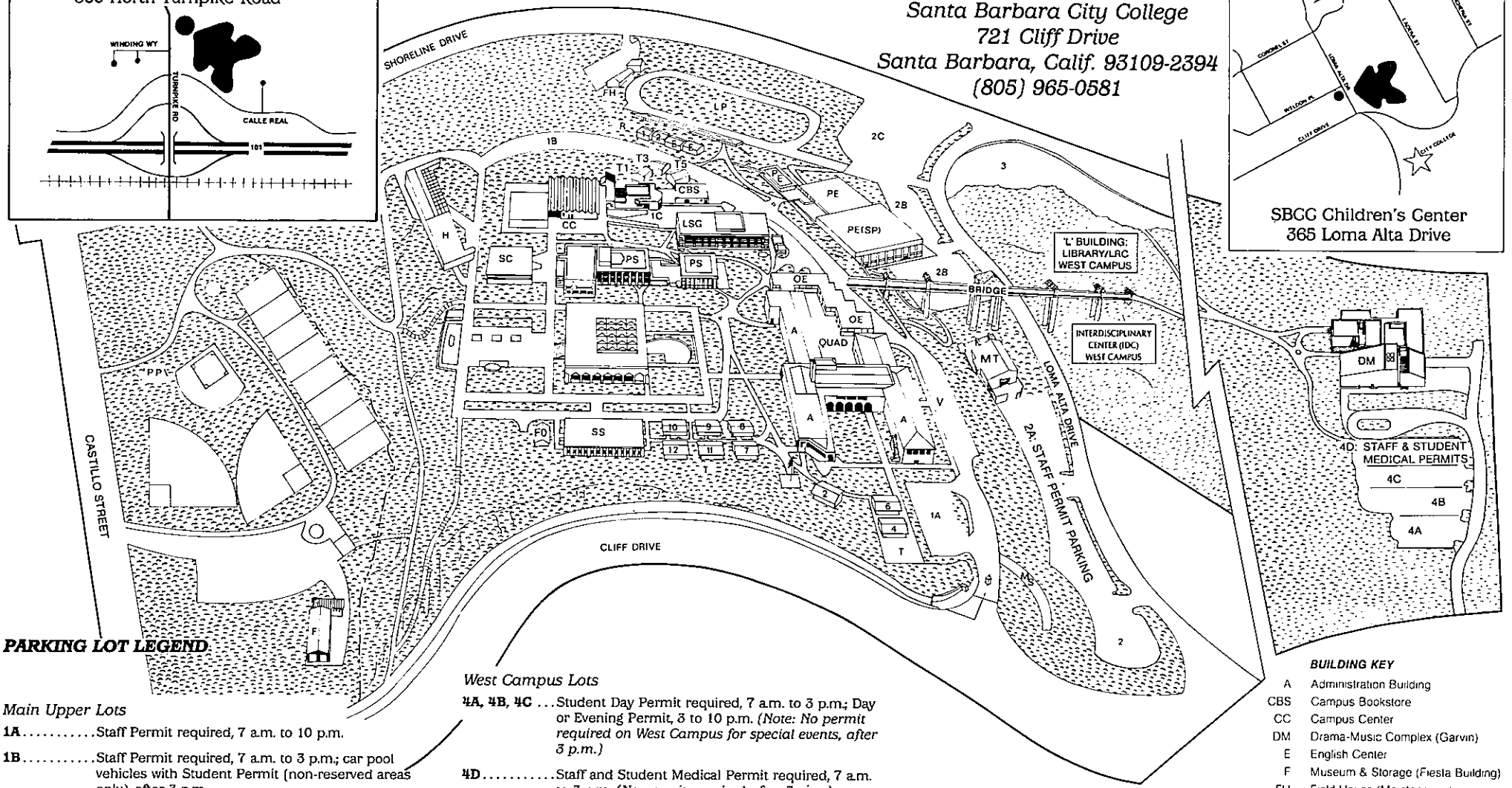

Business Manager
Dr. Charles Hanson
Food
Services
Tom Smith
Administrative
Secretary
B. Armstrong
Administrative
Services
M. Zacovic
Facilities
&
Operations
G. Knox
Fiscal Operations
Controller
D. Pickering
Puchasing
Director
E. Fritz
Assistant
Director
L. Torres
Accounting
Supervisor
M. Griffith
Auxiliary
Accounts
B. Hunt
Payroll
Supervisor
R. LaGuardia


Director
Personnel
Services
D. Oroz
Classified Personnel
Specialist
M. Wright

THE CAMPUS

Santa Barbara City College
721 Cliff Drive
Santa Barbara, Calif. 93109-2394
(805) 965-0581





PARKING LOT LEGEND

Main Upper Lots

1A.....Staff Permit required, 7 a.m. to 10 p.m.

1B.....Staff Permit required, 7 a.m. to 3 p.m.; car pool vehicles with Student Permit (non-reserved areas only), after 3 p.m.

V.....Visitors (valid permit required), 7 a.m. to 5 p.m.; reserved for staff, after 5 p.m.

MS.....Staff and student motorcycle and moped parking, 7 a.m. to 10 p.m.

Loma Alta Lots

2A.....Staff Permit required, 7 a.m. to 3 p.m.; Student Day or Evening Permit, 3 to 10 p.m.

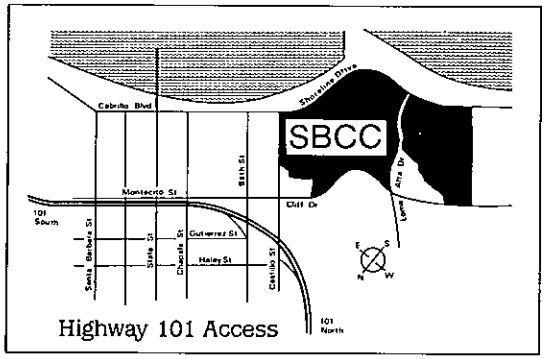
2B, 2C, 3....Student Day Permit required, 7 a.m. to 3 p.m.; Day or Evening Permit, 3 to 10 p.m. *(Note: Staff parking only in front of P.E./Sports Pavilion complex.)*

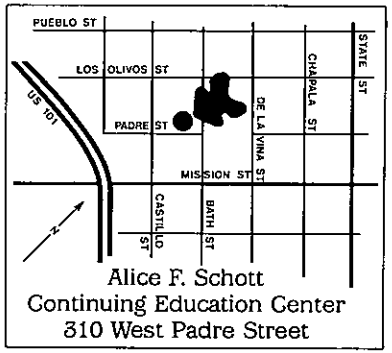
3.....Student motorcycle and moped parking in designated area of this lot.

West Campus Lots

4A, 4B, 4C...Student Day Permit required, 7 a.m. to 3 p.m.; Day or Evening Permit, 3 to 10 p.m. *(Note: No permit required on West Campus for special events, after 3 p.m.)*

4D.....Staff and Student Medical Permit required, 7 a.m. to 3 p.m. *(No permit required after 3 p.m.)*





BUILDING KEY

A	Administration Building
CBS	Campus Bookstore
CC	Campus Center
DM	Drama-Music Complex (Garvin)
E	English Center
F	Museum & Storage (Fiesta Building)
FH	Field House (Maintenance)
FO	Facilities & Operations
H	Humanities Building
L	Library
LP	La Playa Stadium
LSG	Life Science-Geology Building
MT	Marine Technology Building
OE	Occupational Education Building
PE	Physical Education Building
PE(SP)	Sports Pavilion
PP	Pershing Park
PS	Physical Science Buildings
R	Relocatable Buildings
SC	Student Services Center
SS	Social Science Center
T	Temporary Buildings
T-4	Personnel Department