



# Institutional Self-Study For Reaffirmation Of Accreditation

*Santa Barbara City College  
Santa Barbara Community College District  
Santa Barbara, California □ October 1985*

# 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 1985*

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*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

REPORT OF INSTITUTIONAL SELF-STUDY  
FOR REAFFIRMATION OF ACCREDITATION

OCTOBER, 1985

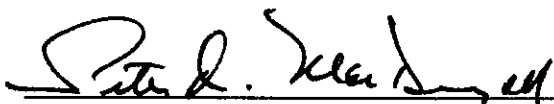
TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN  
ASSOCIATION OF SCHOOLS AND COLLEGES  
Robert E. Swenson, Executive Director  
Aptos, California 95003

FROM: SANTA BARBARA CITY COLLEGE  
721 Cliff Drive  
Santa Barbara, California 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, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

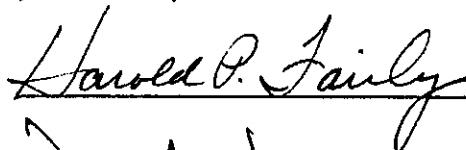
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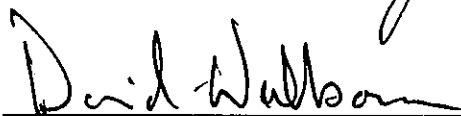
Peter R. MacDougall  
Chief Executive Officer



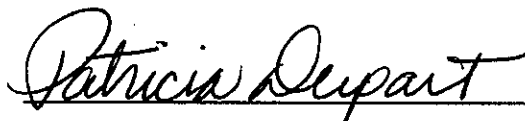
Gary R. Ricks  
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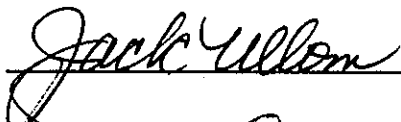
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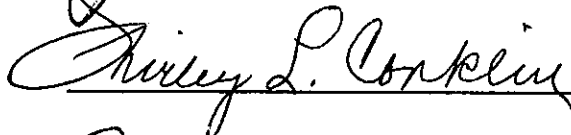
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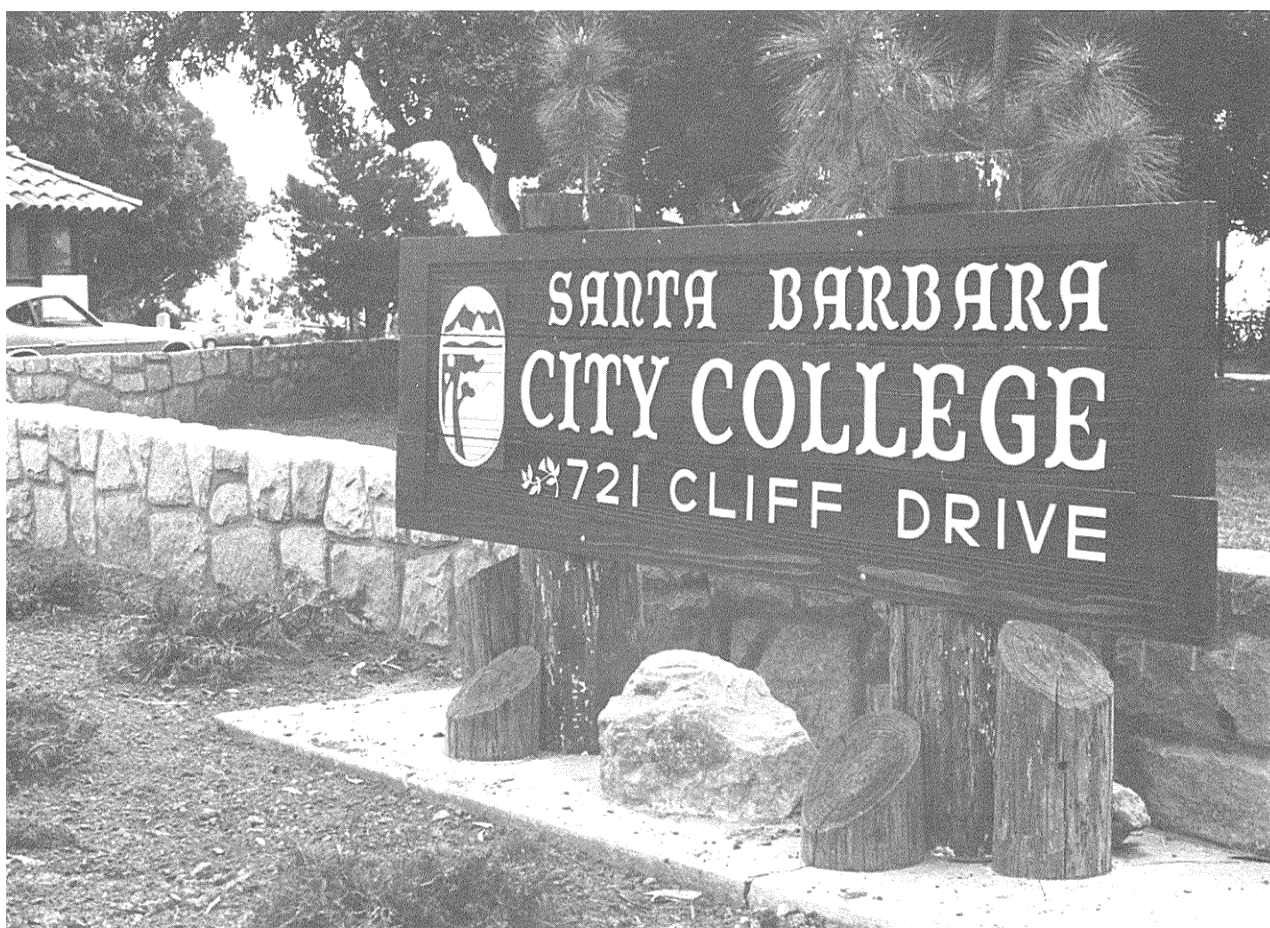
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# Introductory Sections to The Institutional Self-Study

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## PREFACE

Santa Barbara City College is pleased to submit this Institutional Self-Study as part of its fifth year review. Although none of the conditions which mandate a comprehensive self-study exist, the College has elected to conduct such a study because of a change in Chief Executive Officer shortly after the last accreditation team visit.

Formal planning for this Institutional Self-Study began in June 1984. Shirley Conklin, recently-retired Santa Barbara City College Assistant Dean, was assigned by the President to coordinate the accreditation project. A tentative schedule of activities was then prepared.

A careful review of the recommendations from the last accreditation visit was one of our first activities. Even though these had been reviewed and responded to immediately after the last visit, it was appropriate that they be re-studied in light of the revised accreditation standards and additional changes that had taken place at the College. Major changes in administrative appointments along with a broadened organizational framework within the College were equally important reasons for starting with the thorough review of the recommendations of the last review committee.

In October 1985, a state workshop on accreditation was attended by the Superintendent-President, the Administrative Assistant to the Superintendent-President (Accreditation Liaison Officer), the President of the Academic Senate, and the newly-appointed Coordinator for Accreditation. Following this workshop, it was decided to utilize the College's existing committee structure to facilitate the preparation of the report. Consequently, this document is submitted with data from a variety of committees and individuals.

Initially, assignments were given not only according to the STANDARDS, but also to all of the suggested components. This method was used to assure that all relevant portions of each standard were addressed. Therefore, the reader will note that final compilation varies. Most sections will address the major standards while others will include sub-components because of the intensity or importance of particular information.

In many instances, data which substantiate the narrative are not included in the body of the report. These will be readily available and accessible in the conference room in appropriately-labeled files for perusal by all team members.

In retrospect, the entire procedure for this Self-Study has met the objectives of an accreditation process. We have thoroughly scrutinized our activities both subjectively and objectively. We have learned more about each other as colleagues, and we have increased our communicative abilities on a campus-wide basis. The process for this Self-Study has been beneficial to the College and will undoubtedly lead to continuing dialogue and cooperation between and among all personnel.

## ABSTRACT

### INTRODUCTION

This Self-Study for Santa Barbara City College was conducted following a continued period of fiscal instability for community colleges. Fortunately, SBCC was able to maintain a high quality of education with no lay-offs of personnel and a clear commitment to maintain full-time staff. The College did re-assign some personnel, closed a few programs and classes with limited enrollments, provided sabbatical leaves for faculty for the purpose of upgrading of skills, and sought methods to interest and enroll community residents in classes with newer modalities suiting the needs of the citizens of our District. Consequently, the in-depth review, according to the prescribed accreditation standards, was performed by a stable staff, cognizant of the mission of Santa Barbara City College.

During the period since the last accreditation visit, a new Superintendent-President, Dr. Peter R. MacDougall, was appointed to replace Dr. David Mertes, who became Chancellor of Los Rios CCD. In preparing this Self-Study, it became evident that many positive changes have occurred within the College. These can be attributed to the strong and continued support and commitment of our Board of Trustees, and the creativity and ingenuity of the College staff to reach for new goals despite questionable and austere financial conditions.

Abstracts of each of the accreditation standards follow:

#### 1. GOALS AND OBJECTIVES

In 1982-83; a broadly-represented committee thoroughly studied the existing statements of goals and objectives for the College and ultimately developed a new statement of our College Mission which was adopted by the Board of Trustees. This statement has been used in subsequent actions taken by the College so that all activities internalize the components of the College's re-stated purpose. From the broad goals stated in the Mission Statement, departmental and divisional three- to five-year plans have begun to emerge which carefully coincide with those of the District's Statement of Institutional Directions, drawn up by the College Planning Council. Much of this process is still emerging, but in the Self-Study, and particularly within supplemental reports or references, the reader will see increased congruence of plans and activities with the College's Mission Statement.

#### 2. EDUCATIONAL STANDARDS

The essence of Santa Barbara City College lies in its provision of educational programs which meet the diverse needs of the community-at-large. Since the last accreditation visit, impetus has been given to strengthening areas that deal with institutional planning, articulation expanding occupational education programs to the work place with an emphasis on collaboration between the College and local industry and business, strengthening the general education component of our curricula for all students, developing procedures for program evaluation and faculty evaluation, and creating support programs for hourly instructors.



### 3. INSTITUTIONAL STAFF

Procedures regarding fairness have accentuated a democratic method of hiring personnel via a broad-based committee structure. The strengths of the Personnel Office and the Affirmative Action Committee created an in-depth format which has led to a method by which each applicant for a position at the College is given a fair appraisal along with an equitable analysis and decision regarding selection or non-selection. As a result, top-quality candidates have been employed. Subsequent evaluation of employees also requires an in-depth evaluation of newly-hired as well as tenured employees. Efforts have been made to ensure the fair employment of personnel according to their abilities despite their race, sex, age, etc.

### 4. STUDENT SERVICES

Student Services have been greatly increased since the last accreditation visit. Of particular importance are the various transition programs for both high school students to SBCC and SBCC students to 4-year institutions. Counseling is now much more accessible by providing this service in many areas where students assemble.

Emphasis has been placed on matriculation efforts designed to greatly improve students' opportunities to succeed in their college pursuits. A new Dean of Student Development and Matriculation will begin work in Fall 1985. The College will continue its participation in the State-wide Student Services Program Evaluation project. Accessibility, particularly for disadvantaged students, has been strengthened through CalSOAP, EOPS, and CARE programs.

Although space allotted for Student Services has been remodeled and refurbished, it is still too small and too dispersed. When the new Library is built, it is planned to consolidate Student Services in the existing Library which is centrally located on campus.

### 5. COMMUNITY SERVICES

Despite fiscal problems, the College has been able to maintain its Continuing Education program which reaches approximately 33,000 different adults each year. It has become increasingly difficult to make long-range programmatic plans because of uncertainties regarding funding. However, the College hopes to be able to continue this important and diverse program for the community.

College facilities are used extensively by community groups, campus and student organizations, and civic groups. During the 1985-86 College year, procedures and policies for facility usage will be reviewed and revised for improved clarity. A review of the fee structure will also occur to ascertain whether or not the College is receiving adequate compensation for facility use.

### 6. LEARNING RESOURCES

Learning resources for students and faculty have extensively expanded

since the last accreditation visit, especially in the areas of the Learning Assistance Center and the Computer-Assisted Instruction Center. Physical space, however, is limited in all learning resource areas. When the new Learning Resources Center is built on the West Campus, the spatial problem will be alleviated.

7. PHYSICAL RESOURCES

Space inadequacies are apparent in specific areas of the campus. Even though the college has building plans to ameliorate the problem, it is presently unknown whether or not adequate funding will be forthcoming from the state to assist in this project. Despite this problem, however, many improvements have been made on campus within the past 2-3 years, especially to improve the aesthetics of the buildings and grounds.

The College has spent between \$75,000 and \$150,000 a year for replacement of equipment, but this sum is insufficient, especially during a period of high technology needs.

8. FINANCIAL RESOURCES

Because of fiscal uncertainties which have occurred during the past few years, planning from year to year has rested on contingencies until State funding levels have been defined. The College undergoes extensive budgetary planning each year with broad College involvement, including the faculty, via the College Planning Council. Despite austerity in Community College funding, by careful planning and reduction of expenditures, the District's actual income exceeded expenses over the past five years.

9. GOVERNANCE

The College is governed by seven elected Board members. Board stability is evidenced by a collective total of 100 years of service among the seven Board members. A student sits with the Board of Trustees at its regular meetings, and may participate in debate, but is not entitled to vote. The Presidents of the Academic Senate and the Student Senate address the Board via an agenda item at each Board meeting. Board members are very well informed on campus matters by their involvement on subcommittees as well as their regular meetings.

The College's committee structure has been thoroughly evaluated and changed since the last accreditation visit. Consequently, there is broad involvement of faculty committees who deal with in-depth issues and recommendations.

## DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

### DESCRIPTIVE BACKGROUND

Santa Barbara Community College District operates a single college--Santa Barbara City College. The district covers that region generally 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 approximately 170,000, including about 137,000 adults.

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 at the site of the former downtown Adult Education Center. The college moved to its present oceanfront site when UCSB moved to Goleta. It has operated continuously 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 territory of 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 which enrolls nearly 10,000 students. In addition, there is an extensive non-credit Continuing Education program which reaches over 33,000 residents annually or about one of every four adults. A full range of supporting student services is also offered.

The main campus is located on a 70-acre site overlooking the Pacific Ocean near downtown Santa Barbara. The district also operates off-campus Continuing Education Centers, one on the northside of Santa Barbara and the other in neighboring Goleta.

### DEMOGRAPHIC INFORMATION

The college district has experienced steady growth in population for several decades, increasing from about 63,000 in 1950, to about 170,000 today. The community has for many years been recognized as a resort area and as an excellent place for retirement. The greatest spurt in growth, however, occurred in the early and mid-1960's. At that time the University of California at Santa Barbara began a period of very rapid growth to its present enrollment of about 14,000. Simultaneously, the community attracted a significant amount of Research/Development and electronic manufacturing activity which also contributed to rapid growth--nearly 5 percent per year and as great as 16 percent per year in the area around UCSB.

By the early and mid-70's, a number of factors had combined to reduce the growth rate to about 0.5 percent per year overall, although parts of Goleta continued to expand at greater than 10 percent per year and parts of Carpinteria at nearly 5 percent. Although the overall growth rate dropped drastically during this period, there was a very significant immigration of people in the age group 20-35, and particularly 25-30, not

including students at either UCSB or Westmont College. At the same time, there has been a marked slowing of in-migration of retirees, although the South Coast still has a disproportionate number of senior citizens.

Ethnically, the district is about 17 percent Hispanic and only about 5 or 6 percent other minorities.

As has been noted in community colleges elsewhere, there has been a trend at SBCC toward a gradually increasing median and average age in the student body. However, over a third of the students and nearly one-half of the weekly student contact hours are generated by students in the traditional age group, 18-21.

Ethnic representation differs significantly from the community in that Hispanic enrollment is only about 10.2 percent. Trends in the feeder K-12 districts indicate that there is an increasing proportion of Hispanic students at lower levels. If this segment continues to be under-represented in college enrollments, then the proportion of students moving from the K-12 district into the college may be expected to drop in the future.

The above demography, coupled with age-specific participation rates for the district indicate that there is a long-term trend of decreasing enrollment, unless program changes are instituted to attract greater numbers of "non-traditional" or underserved segments, e.g., older students or Hispanics. This is a direct result of the district age distribution as revealed by the 1980 census and the nearly total halt to population growth that has occurred since the mid-70's.

The projection is exacerbated by a concurrent trend toward lower academic load per student. From Fall 1976 to the present there has been a steady decrease in Weekly Student Contact Hours per headcount, and over the decade of the 70's, full-time students dropped from 60 percent of enrollment to 40 percent. In Fall 1984, this percentage dropped to 31.7.

Two other interesting factors have been noted in recent studies of student characteristics. First, there is some indication that a significant number of persons come to Santa Barbara from elsewhere for the purpose of attending SBCC. It is difficult to determine the exact extent of this phenomenon since students cannot be easily identified according to origins, time of arrival in Santa Barbara, and reasons for being here. It is possible that the numbers of such students could be as great as 40 percent of total enrollment. As housing in Santa Barbara continues to get more scarce and expensive, this group of students may become fewer.

It has also been noted that there are significant numbers of students transferring to SBCC from four-year institutions. In fall 1983, for example, at least 8.0 percent, and perhaps as many as 9.4 percent of enrollment transferred from four-year colleges. In addition, about 15 percent of SBCC students had baccalaureate degrees. This phenomenon appears to be steadily increasing. In the other direction, recent data compiled by the California Postsecondary Education Commission indicate that SBCC transfers more students to the University of California than any other community college.

Statewide studies have indicated that student interest in transfer to four-year institutions may be falling. Other studies have suggested that increasing numbers of high school students who aspire to obtain a baccalaureate degree are opting to go directly from high school to a four-year institution. Recent efforts between SBCC and UCSB to develop a cooperative intercampus program have alleviated this problem locally, and this SBCC/UCSB Transition Program is serving as a model for other communities.

## ORGANIZATION OF THE SELF-STUDY

In prior accreditation self-studies, Santa Barbara City College organized around the nine areas of study, by appointing nine separate accreditation study committees. This time, since the College had recently re-structured its ongoing committee system and re-defined the makeup and responsibility of each committee, it was decided to work within the existing committee structure. Thus, the following committee and personal assignments were established early in the self-study effort.

Standard 1	Goals and Objectives	College Planning Council Board of Trustees
Standard 2	Educational Programs	Division Chair Council Curriculum Advisory Council
Standard 3	Institutional Staff	Academic Senate Representative Council Affirmative Action Committee Academic Freedom and Tenure Committee Professional Growth Committee Director of Personnel/Affirma- tive Action
Standard 4	Student Services	Scholastic Standards Committee Matriculation Committee Disabled Student Services Com- mittee Relations With Schools Commit- tee Health Services Committee Financial Aids Committee Counseling Staff EOPS Staff
Standard 5	Community Services	Continuing Education Advisory Committee Community Services Director
Standard 6	Learning Resources	Computer-Assisted Instruction Committee Instructional Media Committee Library Committee Learning Assistance Center Ad Hoc Committee

Standard 7	Physical Resources	Administrative Data Processing Committee Bookstore Committee Parking, Traffic, Safety Committee Facility Planning Committee College Planning Committee
Standard 8	Financial Resources	Facility Planning Committee College Planning Committee Business Manager
Standard 9	Governance & Administration	Academic Senate, Representative Council Board of Trustees, Subcommittees College Planning Committee Superintendent's Cabinet

The reason for organizing in this fashion was that these committees consisted of persons who had had an ongoing interest and knowledge of the subject matter of the Standards and who, it was hoped, would see their accreditation self-study contributions as part of the regular effort of the committee. Further, it was expected that this would facilitate integrating the self-study into future work of the committees more effectively than special self-study committees which might consider the entire effort to be a "one-shot" isolated effort.

In addition to these assignments, the College Planning Council was assigned the role of Steering Committee for the entire study. Ms. Shirley L. Conklin, a recently retired College administrator, was engaged to oversee the entire study as overall coordinator.

It soon became evident that this structure, while covering all of the essential areas, tended to diffuse responsibility. Accordingly, individual administrators were assigned the task of coordinating each of these sections to assure timely accomplishment of the study. Administrators named were the following:

Standard 1	Goals and Objectives	Burton P. Miller, Admin. Asst. to the Supt.-President
Standard 2	Educational Programs	M. L. "Pat" Huglin, VP Academic Affairs
Standard 3	Institutional Staff	Daniel Oroz, Director of Personnel/Affirmative Action
Standard 4	Student Services	Lynda Fairly, VP Student Affairs
Standard 5	Community Services	Martin Bobgan, VP Continuing Education
Standard 6	Learning Resources	M. L. "Pat" Huglin, VP Academic Affairs
Standard 7	Physical Resources	Charles Hanson, Business Manager
Standard 8	Financial Resources	Charles Hanson, Business Manager
Standard 9	Governance & Administration	Burton P. Miller, Admin. Asst. to the Supt. President

An initial, somewhat optimistic timetable was adopted to allow plenty of time for careful review prior to printing.

Attendance at Accreditation Workshop, Pasadena City College	October 2-3, 1984
Initial meeting of College Planning Council to discuss the self-study	October 23, 1984
Initial meeting with certificated and classified staff	October 25, 1984
Initial meetings with committees	November 2-26, 1984
Initial rough drafts	January 14, 1985
Followup meetings with committees	February 4-28, 1985
Second Draft	March 22, 1985
Followup meetings with committees	April 1-28, 1985
Final Draft	April 28, 1985
Publication of Report	June 1, 1985

Although widespread staff review occurred before the end of the Spring Semester, there was considerable reediting and retyping that had to be done, and a revised timetable was followed for the final stages calling for completion of editing and typing by August 16, and completion of printing by August 28.



REFERENCE TO SUPPLEMENTARY MATERIALS

COMPREHENSIVE LISTING

STANDARD 1 - GOALS AND OBJECTIVES

<u>REFERENCE</u>	<u>ITEM</u>
1A.1	Research Report 1/85: Goals for Santa Barbara City College Twelve Years Later
1B.1	Research Report 1/84: A Survey of Evening Students, Spring, 1984

STANDARD 2 - EDUCATIONAL PROGRAMS

<u>REFERENCE</u>	<u>ITEM</u>
2A.1	College Mission Statement
2A.2	Honors Program
2A.3	Examples of College Information Handouts
2A.4	Re-training of Staff
2A.5	Odds and Ends in Occupational Education (Newsletter)
2A.6	Vocational Education Advisory Committees
2A.7	Use of Vocational Advisory Committees
2A.8	2 + 2 Program
2B.1	Curriculum Committee Minutes
2B.2	Three-year Plan, 1985-86
2C.1	Faculty Evaluation Policy
2C.2	Matriculation Plan
2C.3	Reports on Research Regarding College Readiness Program
2E.1	Student Handbook
2E.2	Program Brochures
2E.3	Occupational Programs at SBCC
2E.4	Continuing Education Schedule

REFERENCE

ITEM

- 2E.5 Program Mailers - Music and Drama
- 2G.1 Policy on Contracted Instruction
- 2G.2 Cosmetology Contract
- 2G.3 Consultant Contract for Contract Instruction
- 2G.4 Work Experience Program Objectives
- 2G.5 Typical Courses for Study Abroad Programs

STANDARD 3 - INSTITUTIONAL STAFF

REFERENCE

ITEM

- 3A.1 Total WSCH Generated by Faculty
- 3A.2 District Affirmative Action Program
- 3A.3 Survey of Current Employees/Graphic
- 3A.4 District Classified and Certificated Policies
- 3A.5 Evaluation Policy for Probationary Certificated Employees/  
Draft
- 3B.6 Improvement of Instruction Booklet
- 3B.7 FACULTY VOICE
- 3C.9 FACULTY MANUAL
- 3C.10 Committee List
- 3C.11 Minutes of Committees
- 3C.12 Statement of Academic Freedom
- 3E.13 Turnover Study/Graphic

STANDARD 4 - STUDENT SERVICES

REFERENCE

ITEM

- 4A.1 "Exit Questionnaire"
- 4A.2 Five-year Plan/Student Services
- 4A.3 Survey of Evening Students
- 4A.4 Data: Students and Peer Advisers

REFERENCE

ITEM

- 4A.5 Statistical Analysis of the EOPS Population
- 4A.6 "Roots Newsletter"
- 4A.7 Student Handbook
- 4A.8 Student Activities Survey
- 4A.9 Athletic Survey
- 4A.10 Athletic Department Handbook
- 4A.11 Crime Prevention Brochures
- 4A.12 Student Services Three-year Plan
- 4B.1 Application and Registration Materials
- 4B.2 Articulation Agreements With Colleges
- 4B.3 Articulation With High Schools
- 4B.4 Re-entry Student Data
- 4B.5 Veteran Student Data
- 4B.6 Transition Program Data
- 4B.7 Issues of THE CHANNELS Newspaper
- 4B.8 Athletic Department Handbook
- 4B.9 Recommendations of Ad Hoc Committee of Academic Affairs of the  
Commission on Athletics
- 4B.10 Standards of Student Conduct
- 4C.1 Student Services Organization
- 4C.2 Disabled Student Services Organization Chart

STANDARD 5 - COMMUNITY SERVICES

REFERENCE

ITEM

- 5A.1 Comments about Program
- 5A.2 Co-sponsors through Spring Term, 1985
- 5A.3 Comparisons - Five Largest California Community College  
Continuing Programs
- 5A.4 Community Facilities Used by the Division

REFERENCE

ITEM

- 5A.5 Status Report of Number of Approved Non-Credit Courses  
in Inventory
  - 5A.6 Goals and Objectives, 1985-86
  - 5A.7 End of Year Report, 1984-85
  - 5A.8 Analysis of ADA Income and Expenses, 1984-85
  - 5A.9 Distribution by Age and Sex of Students, 1984-85
  - 5A.10 Attendance Hours and Percentages of Total Programs, 1984-85
  - 5A.11 Attendance Patterns, 1984-85
  - 5A.12 Media Packet
  - 5A.13 Statistics for Program and Staff for Fiscal Years 1969/70-  
1984/85
  - 5A.14 Instructor Application Forms
  - 5A.15 Check List for New Instructors
  - 5A.16 Faculty Handbook
  - 5A.17 Hourly Instructors' Salary Schedule, 1985-86
  - 5A.18 Faculty Bulletins
  - 5A.19 Letters to the Editor
  - 5A.20 ADA Report
  - 5A.21 Student Evaluation Forms
  - 5B.1 Continuing Education Division  
Organization Chart
  - 5B.2 Staff Bulletins
  - 5B.3 Budget, 1985-86
  - 5B.4 Continuing Education Division Total Annual Expenditures,  
1971-85
  - 5D.1 Schedule of Classes, 1984-85
  - 5D.2 Advisory Council Membership
  - 5D.3 Advisory Council Minutes
  - 5D.4 Curriculum Committee Minutes
- Intro-18

REFERENCEITEM

5D.5	Finance Committee Minutes
5D.6	Map of Selmer O. Wake Center
5D.7	Map of Alice F. Schott Center
5D.8	Calendar of Events, 1984-85
5D.9	Selmer O. Wake Center Dedication Brochure
5D.10	Student Survey, Spring 1985
5D.11	Alice F. Schott Center Dedication Brochure
5D.12	Evaluation of Publicity Effectiveness
5D.13	Programmer's Statistics, 1984-85
5D.14	Room Schedules
5D.15	Instructors' Association Constitution
5D.16	Instructors' Class Rosters
5D.17	Course Outline Form
5D.18	California Community Colleges Course Approval Form- CCC 456
5D.19	Affirmative Action Reports - Instructors
5D.20	Affirmative Action Reports - Classes
5D.21	Certificates of Completion
5D.22	Student Evaluation Forms
5D.23	Evening High School Handbook
5D.24	GED Testing Program
5D.25	Summer Session Questionnaire

STANDARD 6 - LEARNING RESOURCESREFERENCEITEM

6A.1	Plans for New Library
6A.2	Three-Year Plan/Library

REFERENCE

ITEM

- 6A.3 Inventory: Learning Assistance Center
- 6A.4 Computer Assisted Instruction Committee Activities
- 6A.5 Areas of Computer Based Learning Activities
- 6A.6 Three-Year Plan/Learning Assistance Center - Computer-Assisted Instruction Center
- 6A.7 Representative Council Report on Media Services
- 6D.1 Faculty Handbook/Media Services

STANDARD 7 PHYSICAL RESOURCES

REFERENCE

ITEM

- 7A.1 Facilities Utilization Analysis, Part I: Instructional Space, Fall, 1981, Research Report 1-82A, March, 1982
- 7A.2 Business Services Annual Report
- 7A.3 Long Range Development Plan and Environmental Information for Santa Barbara City College, Main Campus (Hearing Draft), June, 1985.
- 7A.4 Master Plan for Santa Barbara City College, September, 1974.
- 7B. 1 Equipment Inventory List, June 30, 1984

STANDARD 8 - FINANCIAL RESOURCES

REFERENCE

ITEM

- 8C.1 Planning Guidelines 1985-88, Santa Barbara City College
- 8C.2 Business Services Organization Chart
- 8C.3 Example - Monthly Budget
- 8C.4 Quarterly Report
- 8C.5 Annual Audit
- 8C.6 1980-85 Comparison -- all College funds
- 8C.7 Annual Budget, 1984-85

REFERENCE

ITEM

- 8C.8 Annual Budget, 1983-84
- 8C.9 Annual Budget, 1982-83
- 8C.10 Annual Budget, 1981-82

STANDARD 9 - GOVERNANCE AND ADMINISTRATION

REFERENCE

ITEM

- 9A.1 Policies, Board of Trustees
- 9C.1 Committee Structure

## GLOSSARY

<u>INITIALS</u>	<u>MEANING</u>
ACCCA.....	Association of California Community College Administrators
ADN.....	Average Daily Attendance
ASME.....	American Society of Magazine Editors
ASSBCC.....	Associated Students of Santa Barbara City College
BRN.....	Board of Registered Nursing, State of California
CACC.....	California Association of Community Colleges
CAC.....	Curriculum Advisory Committee
CADD.....	Computer-Assisted Design and Drafting
CAI.....	Computer-Assisted Instruction
CARE.....	Co-operative Agencies Resources for Education
CASBO.....	College and School Business Officers
CCCA.....	Central Coast Computing Authority
CCCT.....	California Community College Trustees
CPC.....	College Planning Council/Committee
CPEC.....	California Post Secondary Education Commission
CSU.....	California State Universities
DCC.....	Division Chair Council
DISC.....	Disabled/Is-Abled Students Club
DSS.....	Disabled Students Services
EDD.....	Employment Development Department
EEO/AA.....	Equal Educational Opportunities/Affirmative Action
ELSP.....	English Language Studies Program
EOPS.....	Extended Opportunity Programs and Services
ESL.....	English as a Second Language
ETS.....	Educational Testing Service
FISAP.....	Application and Fiscal Operations Report
FIPSE.....	Fund to Improve Post Secondary Education
FTE.....	Full-time Equivalency
HRM.....	Hotel and Restaurant Management
HSPS.....	Handicapped Students Programs and Services
ICC.....	Inter-Club Council
JTPA.....	Joint Training Partnership Act
LAC.....	Learning Assistance Center
LRACCC.....	Learning Resources Association of California Community Colleges
LRC.....	Learning Resource Center
LRDP.....	Long-Range Development Plan
LVN.....	Licensed Vocational Nursing
OCLC.....	On-line Computing Library Center
Rep. Council.....	Faculty-elected members of the Academic Senate, commonly referred to as the "Rep. Council." (Representative Council)
ROP.....	Regional Occupational Programs
SAM.....	Student Accountability Model



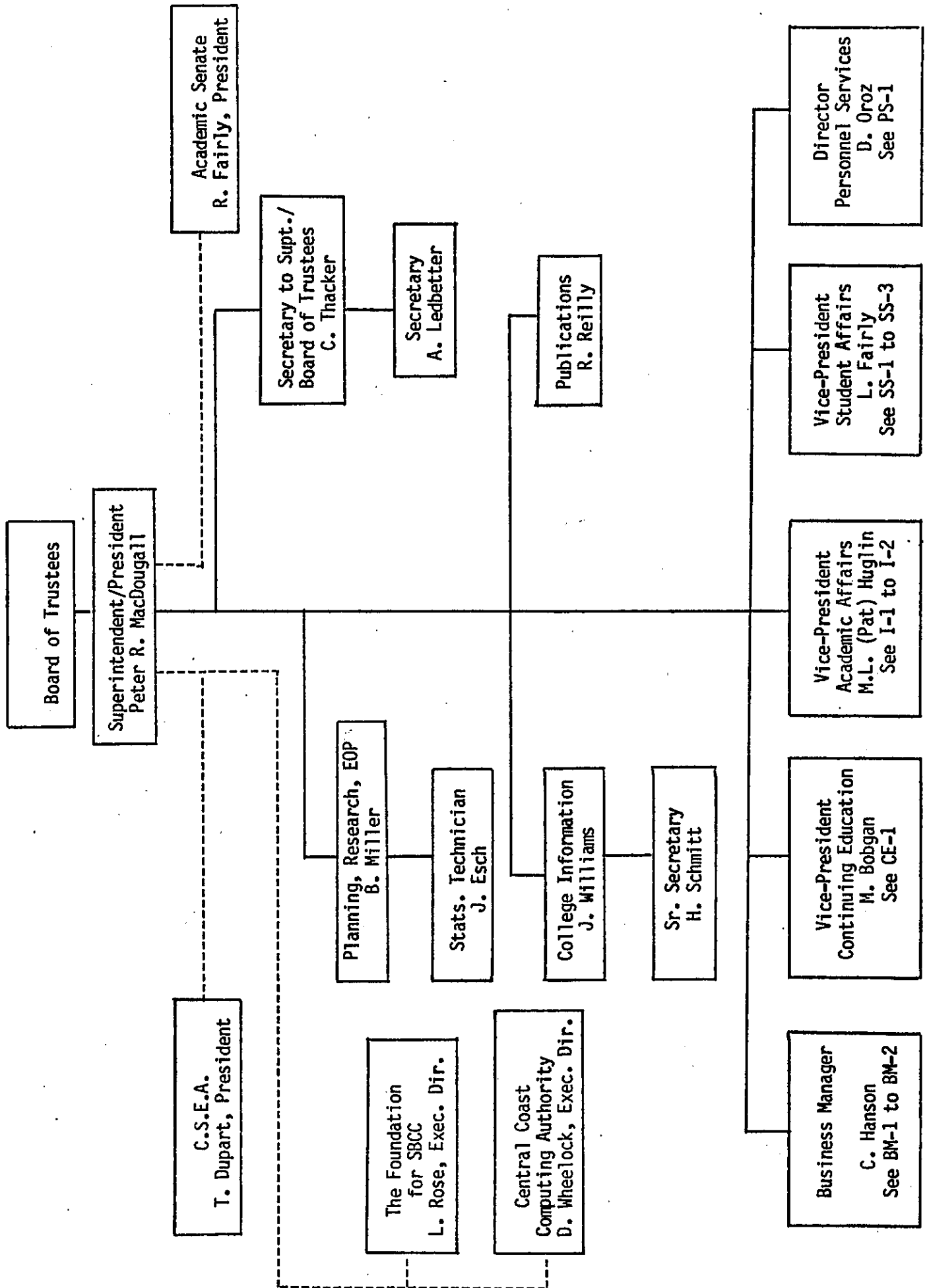
SBCB..... Santa Barbara City College  
SCCCIRA..... Southern California Community College Research  
                  Association  
SMPTE..... Society for Motion Picture and Television  
                  Engineers  
SOAP..... Student Opportunity and Access Program  
UC..... University of California  
UCSB..... University of California, Santa Barbara  
VEA..... Vocational Education Act  
WSCH..... Weekly Student Contact Hours

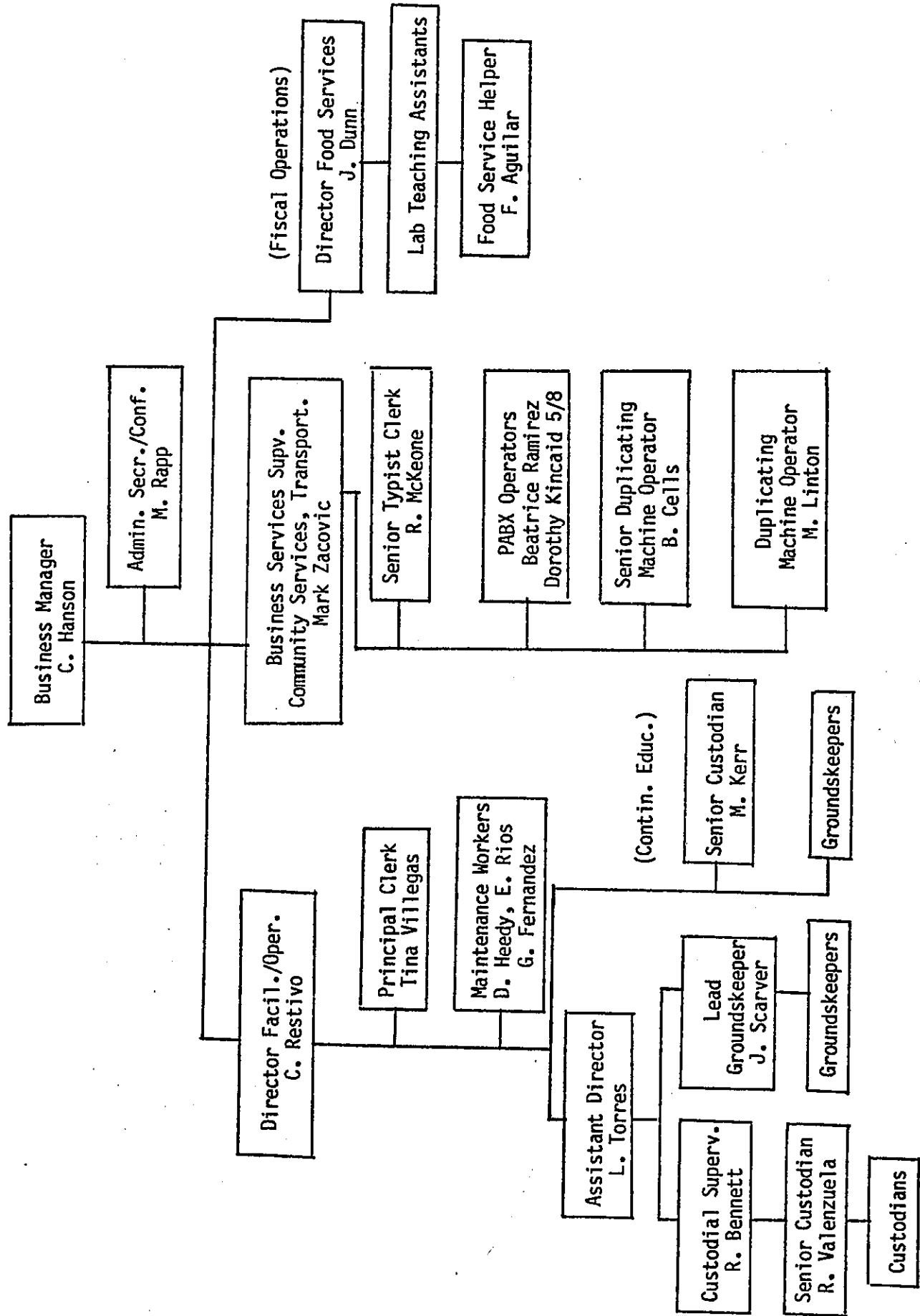
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

ORGANIZATION

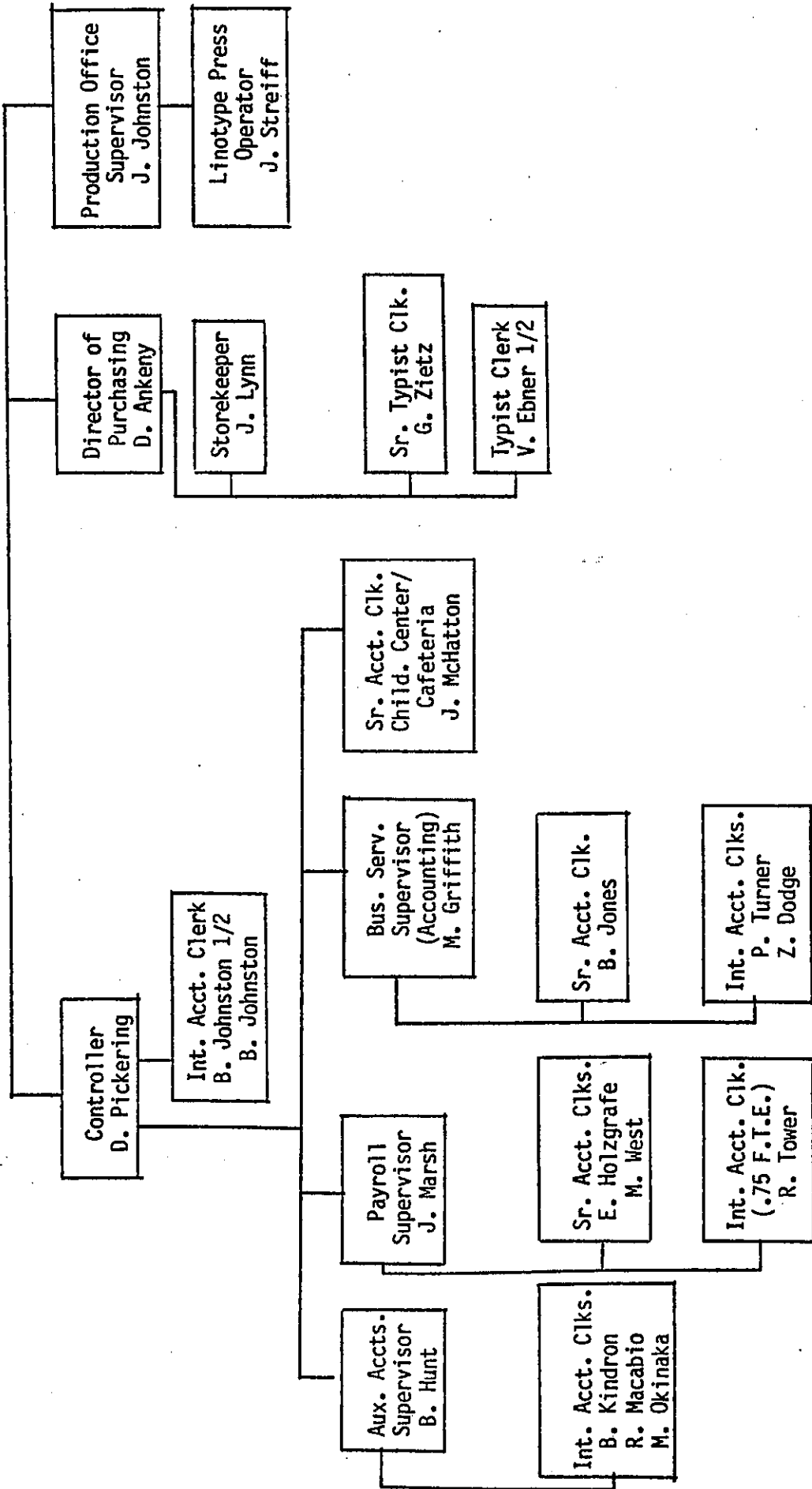
July 1985

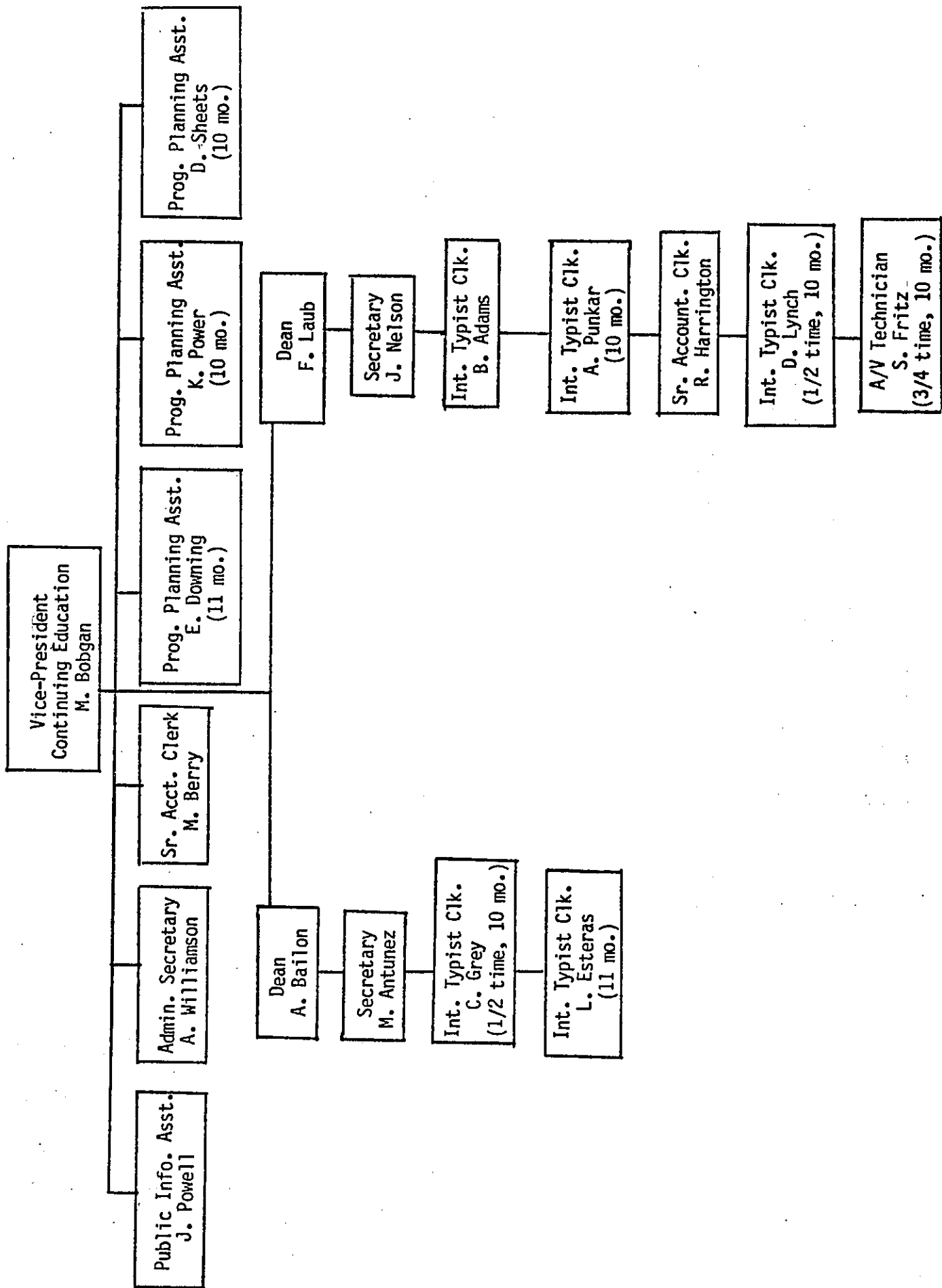
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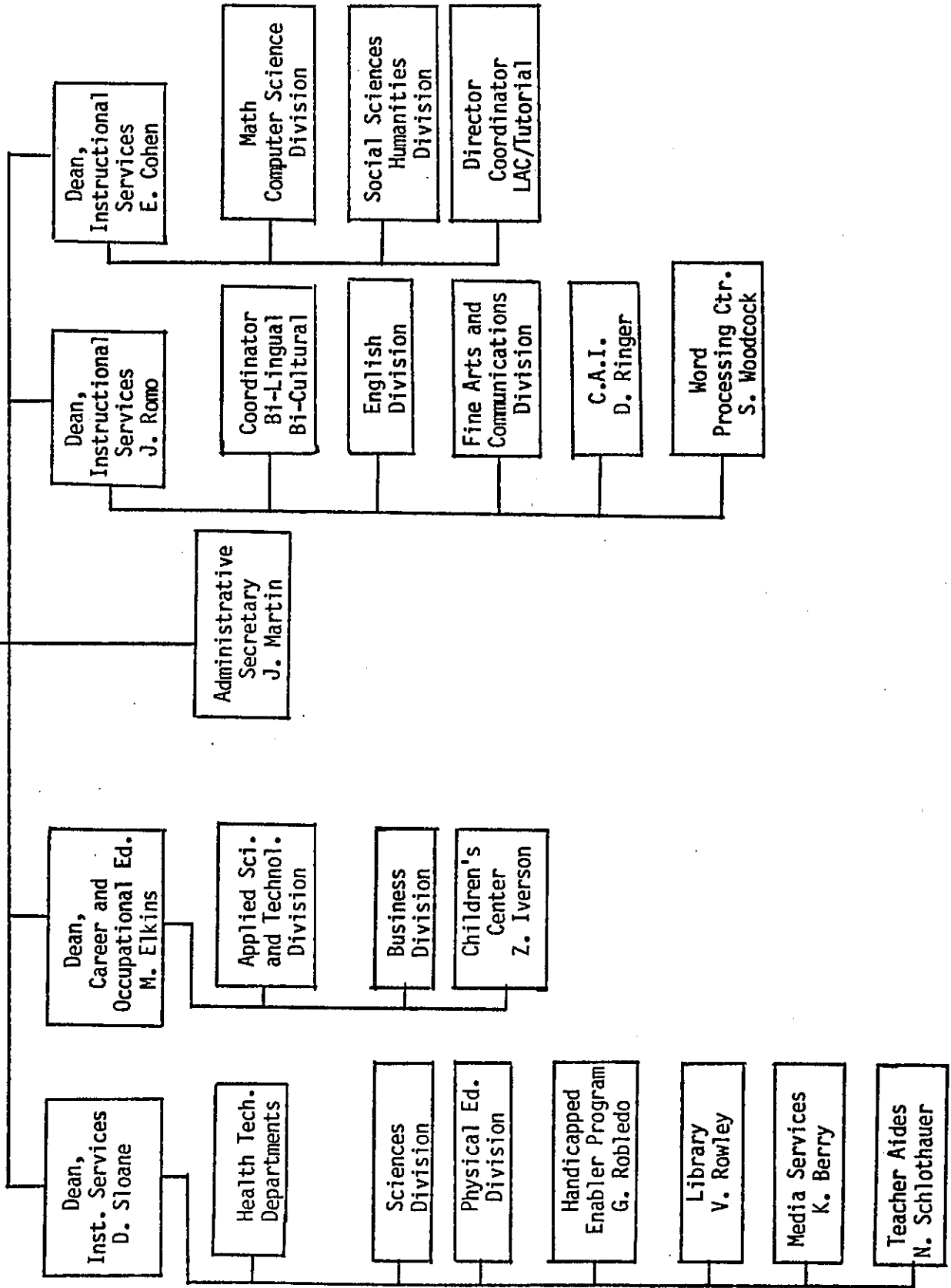


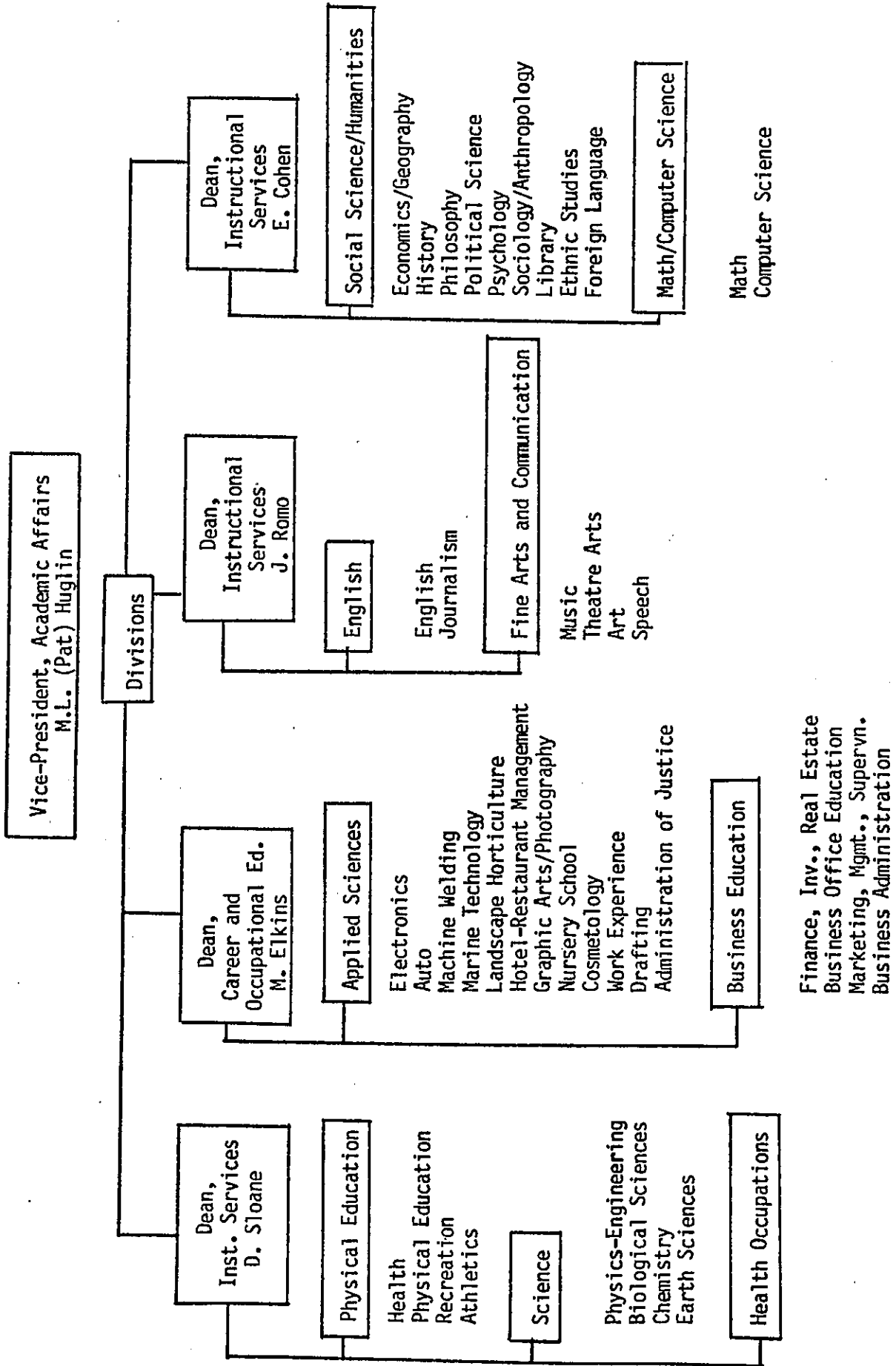
Business Manager  
C. Hanson



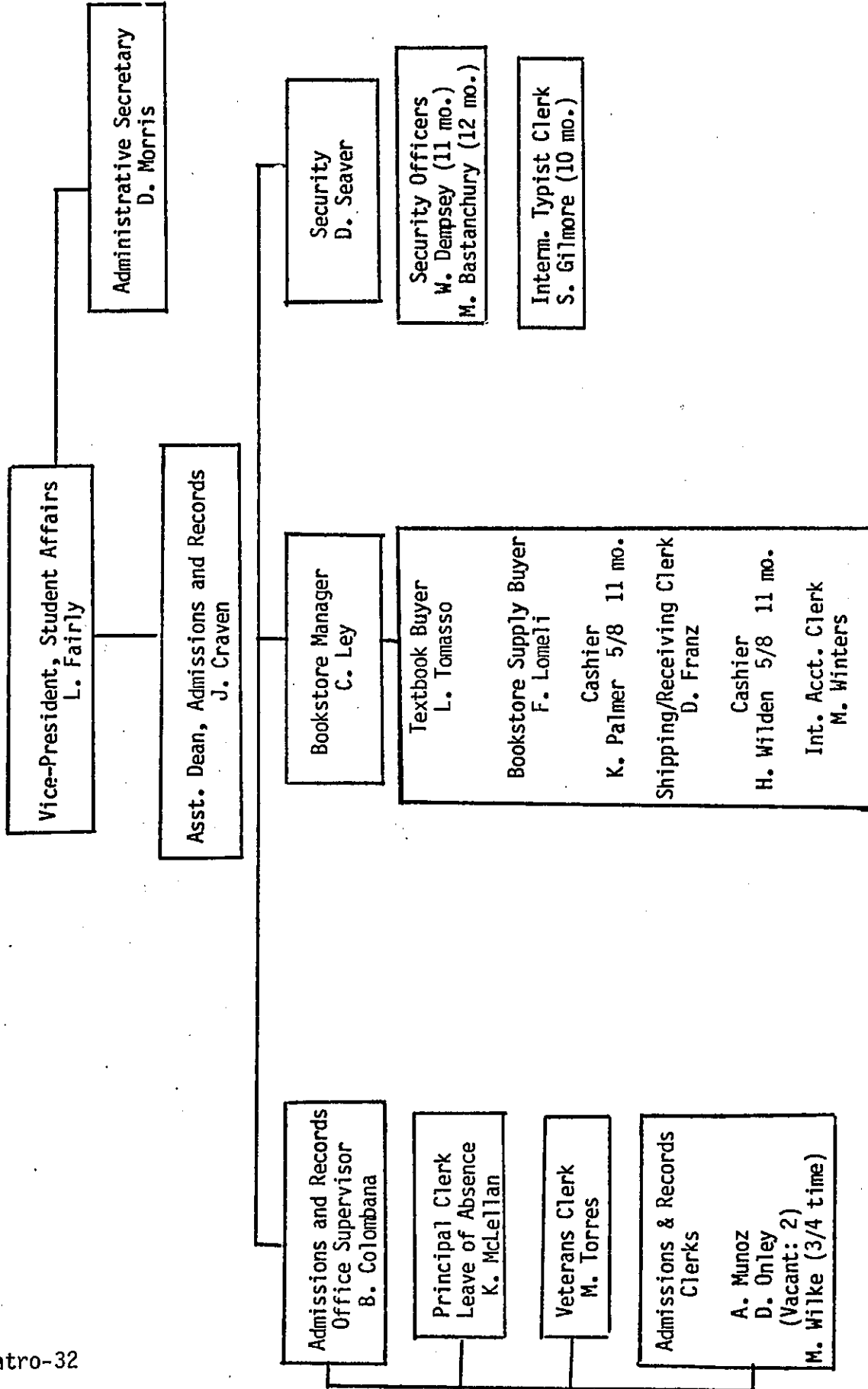


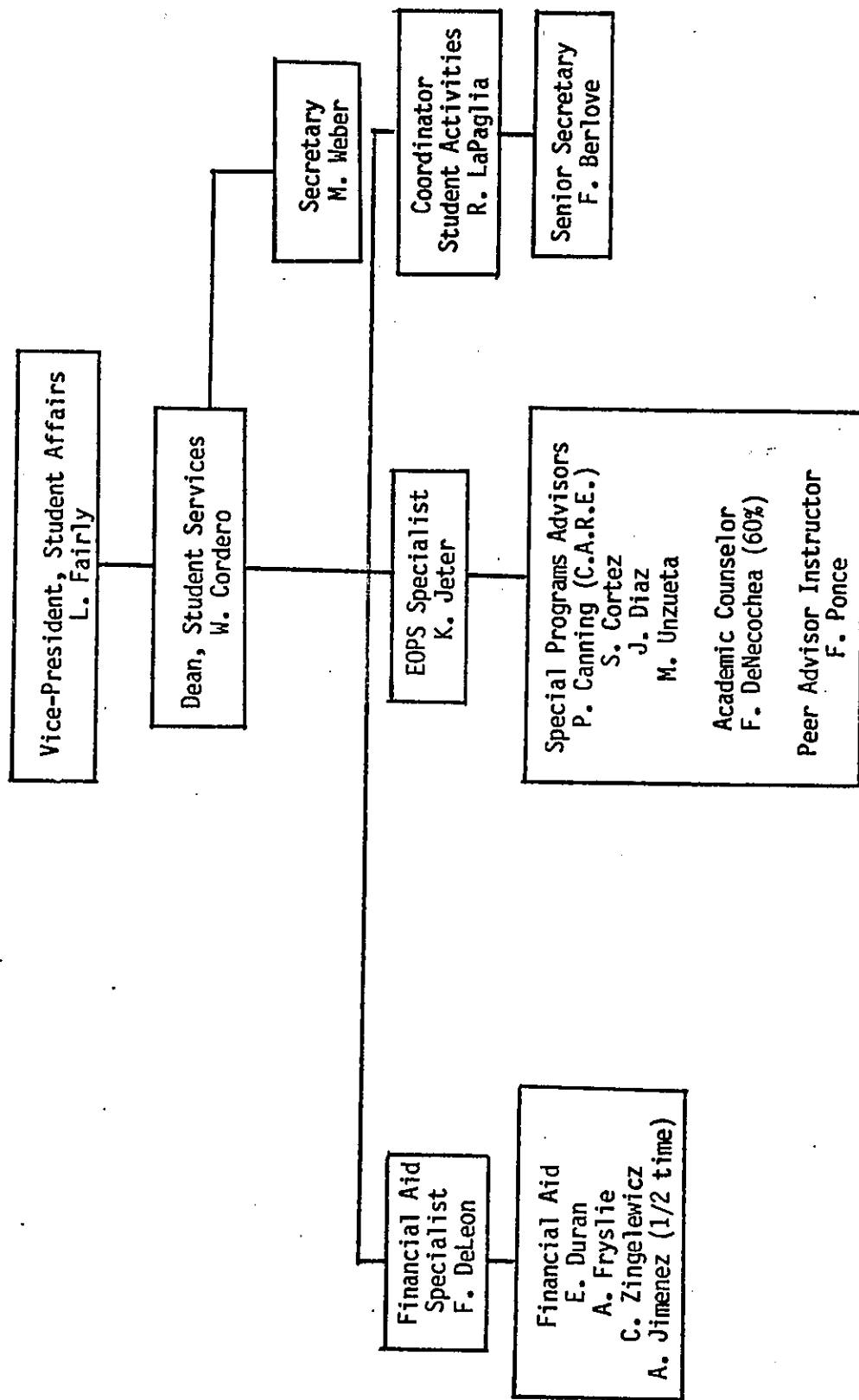
Vice-President, Academic Affairs  
M.L. (Pat) Huglin

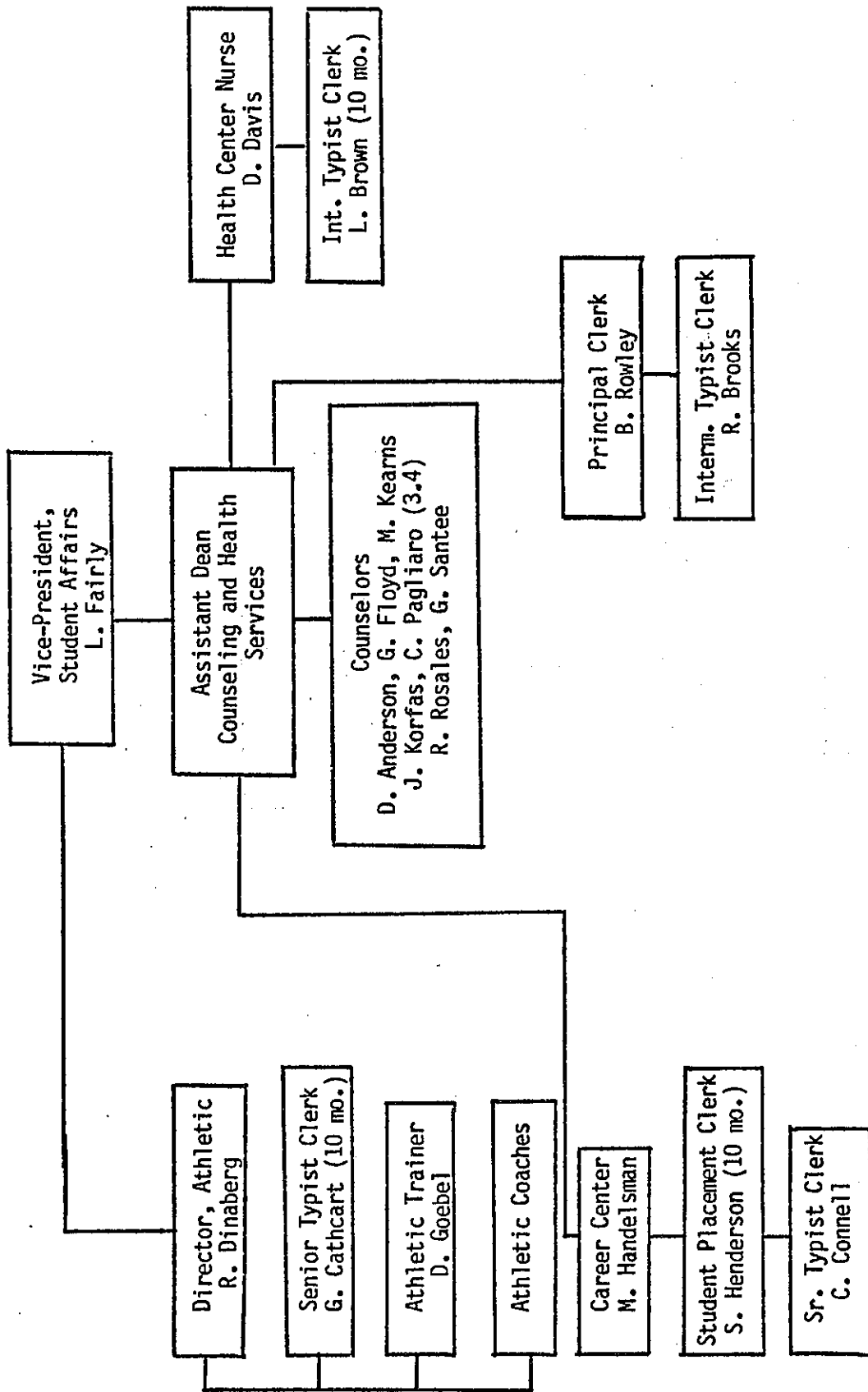


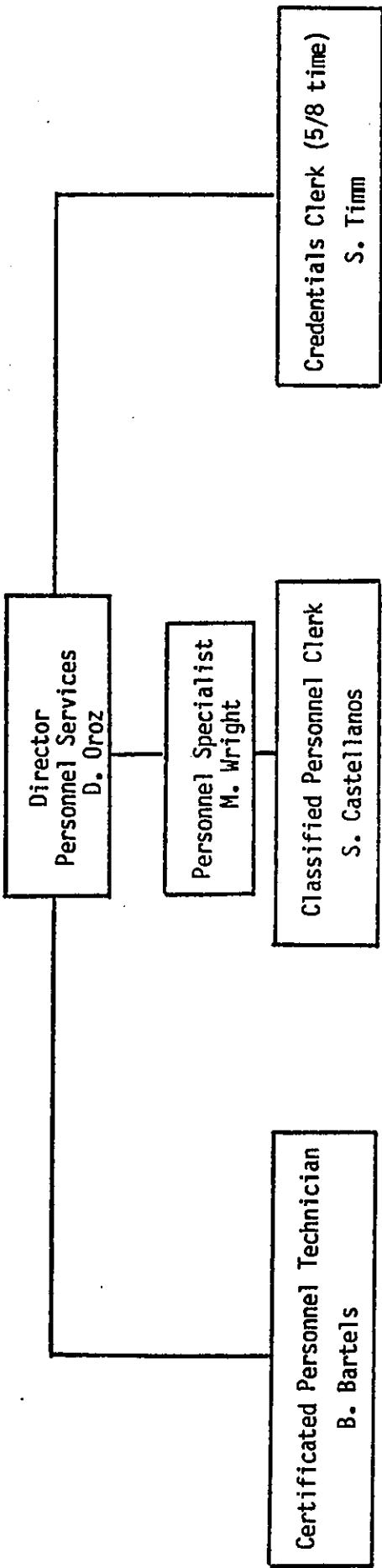


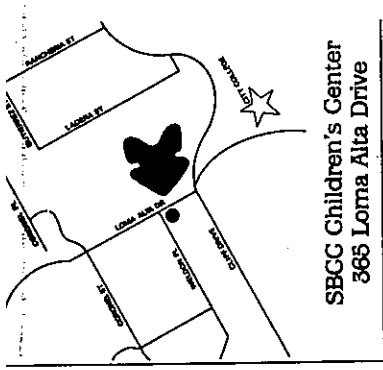




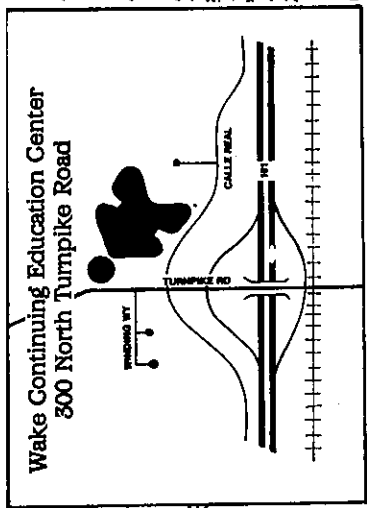








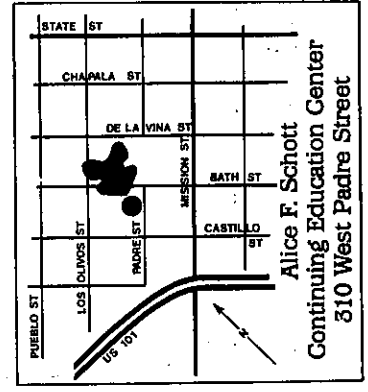
**SBCC Children's Center**  
365 Loma Alta Drive



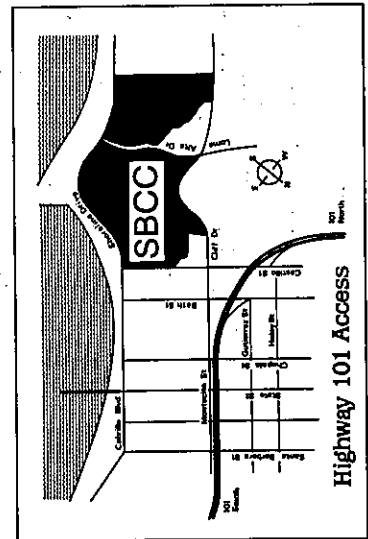
**Wake Continuing Education Center**  
300 North Turnpike Road

**THE CAMPUS**  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, Calif. 93109-9990  
(805) 965-0581

- BUILDING KEY**
- A Administration Building
  - CBS Campus Bookstore
  - CC Campus Center
  - DM Drama-Music Complex (Garvin)
  - E English Center
  - F 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



**Alice F. Schott**  
Continuing Education Center  
310 West Padre Street



**Highway 101 Access**

**PARKING LOT LEGEND**

- Main Upper Lots**
- Lot 1A ... Staff Permit required, 7 a.m. to 3 p.m.; Student Day or Evening Permit, 3 to 10 p.m.
  - Lot 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. (Visitors' lot permit required); after 5 p.m.
  - Lot V ... Visitors' lot permit required; after 5 p.m.
- Loma Alta Lots**
- Lot 2A ... Staff and Student Medical Permit required, 7 a.m. to 3 p.m.; Student Day or Evening Permit, 3 to 10 p.m.
  - Lot 2B, 2C, 5 ... 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.)
- West Campus Lots**
- Lots 4A, 4B, 4C, 4D ... 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.)

# Goals and Objectives

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## STANDARD 1A

THE INSTITUTION IS GUIDED BY CLEARLY STATED GENERAL GOALS AND SPECIFIC OBJECTIVES WHICH ARE CONSISTENT WITH THE HISTORICAL AND LEGAL MISSION OF THE PUBLIC COMMUNITY COLLEGE, OR IN THE CASE OF THE INDEPENDENT INSTITUTIONS, ARE APPROPRIATE TO THE USUAL FUNCTIONS OF POSTSECONDARY EDUCATION.

### **DESCRIPTION**

During the 1981-82 academic year, the Superintendent-President appointed a committee consisting of trustees, faculty, support staff, students, and community members to examine the mission of the College and to draft a statement of the College's role. A completely redrafted Statement of Mission evolved from this committee. The statement was adopted by the Board of Trustees in January 1983. (1984-85 College Catalog, p. 9.)

As a part of its annual planning cycle, the College Planning Council (CPC) draws up a Statement of Institutional Directions. This document defines certain major trends in the College, the community, and the country, and outlines the College's responses to these trends. This statement, along with the Mission, is used by individual departments in developing their three-year plans. The departments also include in each of their three-year plans a list of objectives for each year.

### **APPRAISAL**

Although the planning process is still under development, most of the departments and administrative units are now providing specific objectives for at least the first year in their three-year plans. Not all of the objectives are assessable in the sense that results are quantifiable, but the plans also call for a review of progress toward the previous year's goals.

In Spring 1985, the College conducted a re-study of its goals by surveying a sample of community and students, along with all staff and Board, and a specially selected group of community leaders. (Ref. 1, 1A.1.) This replicates one done in 1972-73 and has provided valuable insights into changes in these groups' perceptions of the relative importance of various goals, and an evaluation of differences among these groups. The study showed low correlation between what IS and what SHOULD BE with respect to relative emphasis on goals for faculty, management and Board, although the correlation was high for the composite population surveyed.

Also, the College was perceived as doing very well in adult, continuing, and remedial education, although these were deemed to be less important goals than many others. Goals where the College was seen as doing poorly with respect to what SHOULD BE were helping students set personal goals, job retraining, and maintaining a climate of mutual trust and respect. Most groups showed little change from 1973, although students and classified staff had changed somewhat.

## PLAN

The planning process, of which the drafting of goals and objectives is an integral part, is still in its developmental stages and there is much room for improvement. In particular, it is expected that in the next year or so, considerable emphasis will be placed on the drafting of more sharply defined goals and objectives on the part of departments and cost centers. Simultaneously, the College is developing a program review system which will be used to gauge progress toward these objectives and the institutional goals embodied in the Statement of Institutional Directions. The results of the Goals Survey will be studied very carefully to determine whether the Mission and Goals Statements should be re-examined and to help in drafting the Statement of Institutional Directions.

### STANDARD 1B

THE STATEMENT OF GOALS AND OBJECTIVES DEFINES THE DEGREE OF COMPREHENSIVENESS OF THE INSTITUTION AND ITS DISTINCTIVE NATURE.

#### DESCRIPTION

The Mission Statement covers the comprehensive nature of the College. This is further emphasized in the Statement of Institutional Directions. To ensure that the College's comprehensiveness responds to our distinct community, the College constantly analyzes the demographic characteristics of the district and the students, makes extensive use of advisory committees drawn from the community, and recently completed a study of the needs of evening students and the degree to which they are being met. (Ref. 1, IB.2.) The study showed some demand for late afternoon scheduling of classes, some off-campus classes in Goleta, some shorter courses, and better evening counseling and bookstore services. Recently, a consultant has been engaged to determine the specific educational needs of local business and industry and how the College could be helpful in satisfying those needs in ways not yet implemented.

Other ways in which the College has attempted to study client needs are:

- 1) An extensive student testing program to assure that students are placed in appropriate levels of English and Mathematics courses, and follow-up evaluation as to the effectiveness of this program.
- 2) An exit interview conducted in a previous year by counselors with each student leaving college prematurely to determine if there were ways in which the College could have better served the students' needs. (See STANDARD 4, STUDENT SERVICES, for definitive data.)
- 3) Annual visits by counselors to the University of Santa Barbara (UCSB) to talk with former students who have transferred to that campus, to get information on how Santa Barbara City College (SBCC) might have better prepared them for transfer.



College programs, including those of Student Services, are well described in the College Catalog, and the schedules of the credit and non-credit programs, which reach almost everyone in the district, carry additional items of interest describing functions of the College beyond courses and times/places.

As described above, planning and resource allocation are conducted through the College Planning Council, which drafts the Statement of Institutional Directions and reviews plans and resource requests in the light of overall college priorities as expressed in this statement.

## **APPRAISAL**

Institutional research needs to be more sharply focused on evaluation of institutional performance with respect to its goals and objectives. To do this requires a comprehensive management data base. Maintenance of this data base must be made more routine so that the Research Office has the time to design and carry out evaluative studies. Access to the data base must be considerably enhanced so that it may be tapped for both research and planning purposes.

## **PLAN**

An Institutional Research Advisory Committee has been formed to help in the determination of priorities for research projects. This committee will evaluate project potential with respect to the stated goals and objectives. A statement of 1985-86 research objectives and priorities has been drafted. If the Goals Survey of Spring 1985 indicates a need, the Mission Statement will be re-examined. This will also be guided by the current state efforts to define the community colleges' missions and the subsequent redrafting of a state master plan for higher education.

## STANDARD 1C

THE GOALS AND OBJECTIVES ARE RE-EXAMINED PERIODICALLY WITH PARTICIPATION BY ALL SEGMENTS OF THE INSTITUTION.

## **DESCRIPTION**

When adopted in 1982, the Mission Statement was to have been re-examined every four or five years. The Statement of Institutional Directions is rewritten annually and is reviewed by Board subcommittees before being published. The College Planning Council has the responsibility of rewriting this statement. Departmental objectives are arrived at within the individual departments and are to be guided by the Mission and Institutional Directions Statements. The latter are sent out with planning materials each Fall, and the relationship between these and departmental planning is reinforced by the President in meetings with the CPC and the divisions. In addition, each senior administrator is required by the President to develop a set of personal goals every year and to report back on the progress made

toward those goals at the end of the year.

## APPRAISAL

Goals drive the planning process, which in turn drives the development of the annual budget. Although the process is still undergoing development, and not all plans are responsive to the statement of Institutional Directions, the process is working reasonably well and is improving each year as we learn from our own experience and the experience of others. Participation of SBCC on the Statewide Comprehensive Planning Task Force has been very helpful in this respect since it has provided an opportunity to discuss in detail the problems others have had implementing a rational planning system based on goals and objectives. One department (Biological Sciences) two years ago held a retreat at the Asilomar Conference Grounds to develop its goals and objectives and its three-year plan.

## PLAN

Following the State Mission Study and an analysis of our own Goals Survey, it is the intent of the College to re-examine its Mission Statement. The newly-formed Institutional Research Advisory Committee will help to focus research efforts where they will be most valuable in evaluating achievement with respect to goals. Participation in the Statewide Taskforce should assure that College staff have full access to planning techniques and resource information.

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 1 - GOALS AND OBJECTIVES

REFERENCE

ITEM

Reference: Standard 1, 1A.1

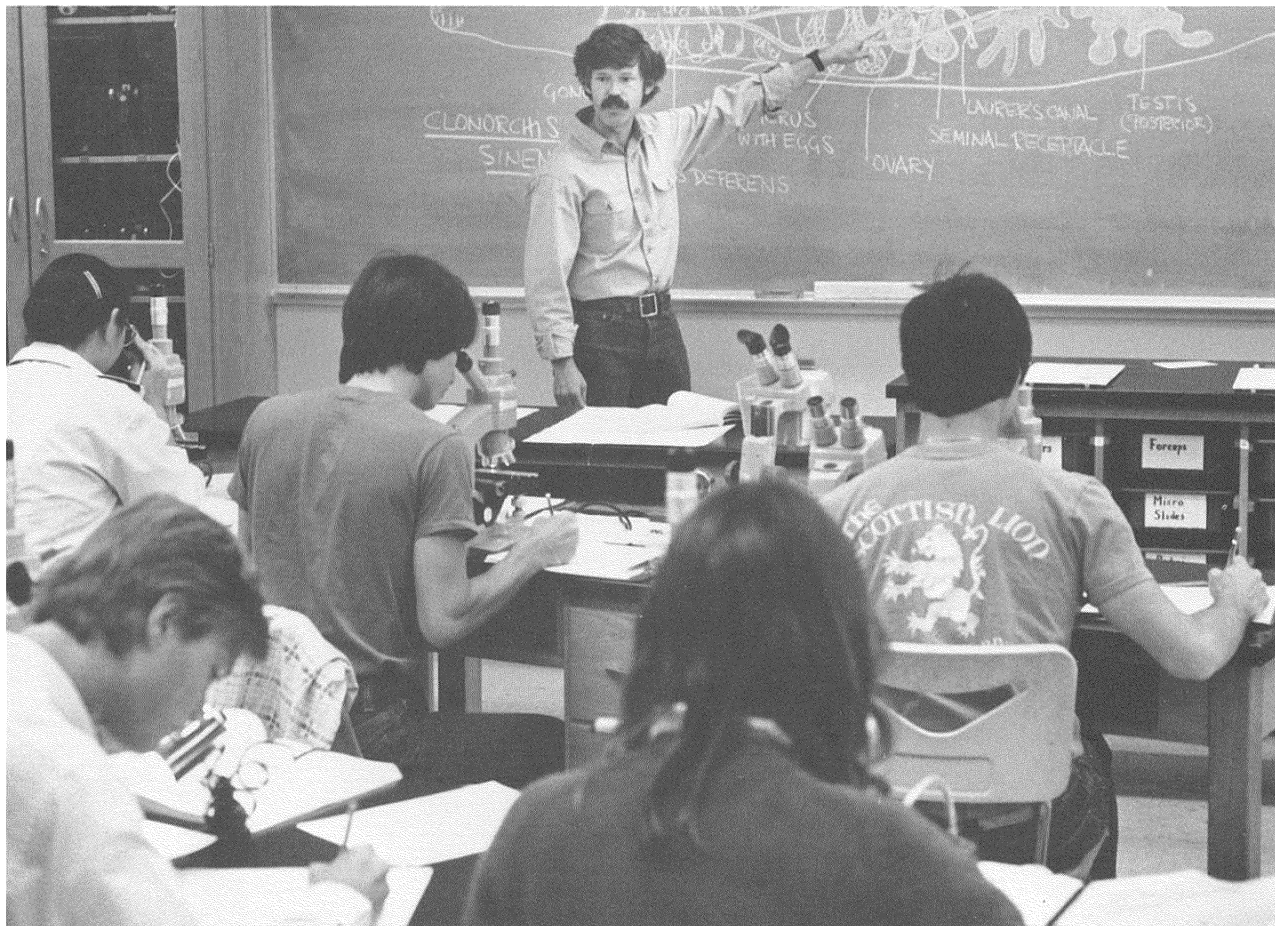
Research Report 1/85:  
Goals for Santa Barbara City College  
Twelve Years Later

Reference: Standard 1, 1B.1

Research Report 1/84:  
A Survey of Evening students,  
Spring 1984

# Educational Programs

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## STANDARD 2A

THE EDUCATIONAL PROGRAM IS CLEARLY RELATED TO THE OBJECTIVES OF THE INSTITUTION. THIS RELATIONSHIP BETWEEN OBJECTIVES AND PROGRAM IS DEMONSTRATED IN THE POLICIES OF ADMISSION, CONTENT OF CURRICULA, REQUIREMENTS FOR GRADUATION, AND INSTITUTIONAL METHODS AND PROCEDURES.

### **DESCRIPTION**

The educational program at Santa Barbara City College (SBCC) is clearly related to the mission and objectives of the College. (Ref. 2, 2A.1.) The College maintains an open-door policy for all who are capable of learning. Many courses and activities are designed to prepare students who have basic learning difficulties. On the other hand, students who are educationally capable of pursuing a major, program, or class without the need for remedial assistance are able immediately to matriculate into any desired discipline. In the case of impacted programs, where it is impossible to accommodate all students immediately upon admission, every effort is made to assist them to take other needed courses for a major, thereby preventing lapses of time between enrollment at the College and realization of their goals.

The College has also recently implemented an "honors program" for those students who are capable and also seek enhancement beyond the general curriculum. (Ref. 2, 2A.2.)

The College Catalog indicates the variety of College offerings: majors in thirty-six (36) areas which are transferable to four-year colleges or universities; thirty-five (35) occupational curricula which lead to either degrees or certificates; and pre-professional preparation in fields such as Medicine, Optometry, Pharmacy, Physiotherapy, and Teaching.

Policies for admission to the College are clearly described in the College Catalog (pp. 11-12), as well as in College schedules and information sent to the general population in the District, printed handouts which are widely available in the community, and public media (T.V., radio, and the local daily newspaper (Ref. 2, 2A.3.) Verbal explanation occurs through College counselors and department or division chairpersons, as well as individual faculty members. Deliberate attempts are made to reach high school students so that they can plan toward meeting necessary prerequisites prior to high school graduation. In addition to course prerequisites, recommended skill levels in reading, writing, and mathematics are accentuated. All students who wish to enroll in reading, writing, mathematics or English as a Second Language classes must take the appropriate placement tests. Placement in the recommended classes is mandatory and is monitored during registration.

General education courses which are required for graduation from SBCC exceed those required by state mandate. (College Catalog, pp. 34-36.) The College gives evidence of the breadth of course offerings as well as the diverse educational backgrounds of the faculty. The College's mission includes a statement that the College exists to "...create and maintain an environment which emphasizes teaching and learning, and encourages free discussion of ideas, interests and issues." (Ref. 2, 2A.1.) The general education requirements for graduation include sufficient breadth to ensure that a

student is exposed to varying points of view. The associate degree is awarded after the completion of a series of courses designed to develop certain capabilities, including the "ability to think and to communicate clearly" and "to understand the modes of inquiry of the major disciplines." (College Catalog, p. 33.)

Since the last accreditation visit to SBCC, a counselor has been employed jointly by SBCC and the University of California, Santa Barbara (UCSB). This person is responsible for strengthening lower-division programs for transfer, and for maintaining articulation agreements between the two institutions. Further information regarding this joint venture between the two institutions is discussed fully under STANDARD 4, STUDENT SERVICES.

The Continuing Education offerings are held at some 80 locations in Santa Barbara, Goleta, and Carpinteria. Approximately 33,000 individuals enroll in at least one Continuing Education class during a school year. This division exists to meet the diverse needs of the community-at-large. Classes are largely non-credit offerings. However, credit offerings exist in the Evening High School classes where students are able to complete requirements for a high school diploma or equivalency certificate. (A thorough analysis of the Continuing Education program will be found in STANDARD 5, COMMUNITY SERVICES.)

As one of its primary goals, SBCC continues to be committed to the provision of a variety of strong Occupational/Vocational programs or courses in order to serve students in the South Coast, Santa Barbara County area with pre-service, skill upgrading, or re-training needs. During Spring 1985, 4,545 students were taking one or more courses in Occupational/Vocational education at SBCC. Particular attention has been given, since the last accreditation visit, to upgrade our existing programs to include more of the high technology skills; i.e., Computer-Assisted Instruction (CAI), Computer-Assisted Design and Drafting (CADD), Numerical Control Machining, Word Processing, Computer Accounting, Computerized Graphics, Computer Maintenance, Photo-typsetting, and Database Management. Additionally, the College re-trains employees for new jobs as old ones become obsolete. (Ref. 2, 2A.4.)

Some credit programs and courses are offered both on the main campus and at the Wake Center in Goleta. Furthermore, some programs are offered through contracted instruction (Title V) as well as some customized courses which are taught at the job site. In Fall 1985, a full-time co-ordinator will be appointed for contract education.

Occupational program offerings and operations follow guidelines set forth by the State Education Code as well as the State Plan for Vocational Education.

All occupational programs are being scrutinized as to the need for change in a particular technology; this, along with significant in-service training efforts for occupational instructors, reflect how SBCC is staying abreast of the new technologies. See highlights in the Odds and Ends in Occupational Education newsletter. (Ref. 2, 2A.5.)

Vocational programs are designed to meet industry-based performance criteria for those seeking job entry level employment. Departments review skill performance requirements with lay advisory committees during program

evaluation periods.

The quality of programs is assessed through instructor evaluation, articulation, and placement of occupational students in employment. However, follow-up procedures and efforts are sporadic and only marginally adequate.

Although a systematic computer follow-up system (Santa Rosa and SAM) has been difficult and rather limited, the Administrative Assistant to the President, along with representatives of the Central Coast Computing Authority, and the Dean of Occupational Education are working to improve the system for vocational students follow-up data.

Advisory committees play a major role within our vocational curriculum. At present there are 22 functioning lay advisory committees. (See Ref. 2, 2A.6 for composition of these committees, and Ref. 2, 2A.7 for their use and program function.)

There are advisory committees in all three occupational divisions of the College. The role of these external advisory committees is to assist faculty and college administrators in updating curricula and gauging the job market. The committees consist of individuals working in the technologies, thereby rendering their service a vital element to the overall structure of the College's educational management. The advisory committee system has worked well at SBCC by increasing awareness among faculty and administrators of the roles they play and the roles advisory committee members play in fulfilling the mission of the College.

The following factors are taken into consideration when planning the makeup and functions of our advisory committees:

1. The members will be truly advisory, with no policy-making prerogatives.
2. The members will volunteer their time.
3. The members will provide current information within their field, thereby influencing possible curricular revisions.
4. The members will assist with student recruitment, and will hopefully be potential employers.

SBCC also encourages high school seniors to co-enroll at the College specifically when their high schools are lacking specialized instruction capabilities in one or more technical/vocational areas, e.g., computers, computer aided design. Through a JTPA grant the College has worked with the Santa Barbara High School District on the development of "2+2" programs in four selected curricular areas. (Ref. 2, 2A.8)

The College makes provision in the curriculum for other special groups of students served by the institution:

1. Disabled Student Services (DSS)

Students with physical, communicative, or learning disabilities that

handicap them educationally are given special assistance through the DSS program. The DSS program promotes the concept of educational accessibility.

Assessment services for the purpose of diagnosing learning disabilities are available. Students diagnosed as learning-disabled are given assistance to help them improve their skills and develop learning strategies that will maximize success in regular classes. DSS classes also include adaptive courses in physical education, music and personal development, as well as classes for the learning-disabled in language and mathematical strategies.

Note-takers, readers, interpreters, tutors, and the use of micro-computers are all provided to promote success in regular classes and in special classes when necessary. Disabled students, including those with physical disabilities are also given special assistance with semester registration.

The Disabled/Isabled Students Club (DISC) is active on campus in the areas of promoting accessibility to the College, arranging recreational trips, promoting fund-raising activities, and increasing the public's awareness of their needs for further acceptance within the community. Last year, this group held a fund-raising program which led to paying for a fairly large group of DSS students to go to Sacramento and talk with legislators regarding the needs of disabled students. Following this, the group proceeded to enjoy an exciting raft trip before returning home.

The DSS program is co-funded by SBCC and the Chancellor's Office, California Community Colleges. Approximately 800 students are annually enrolled in the program--including credit and non-credit classes. The current budget for the program is \$155,900.

## 2. Foreign Students and Students With English as a Second Language

While efforts have been made for many years to assist foreign students and those who need English as a Second Language (ESL), a major impetus in these areas began in 1983-84. At that time, the ESL program, via the English department, began advertising and recruiting for its English Language Studies Program (ELSP). The purpose of the program was to make available an opportunity for F-1 Visa foreign students who desired to attend SBCC to study English full-time (ESL), and then move on to regular classes. The ESL program staff felt that since the College Statement of Institutional Directions listed as one of its objectives increasing the number of foreign students on campus, and since the College has a well established reputation in international education, extending that commitment to foreign students was logical. The concept of encouraging students to come here to study English was an innovative one since the large majority of colleges and universities in the U.S. do not allow foreign students to enroll for the purpose of studying beginning levels of English. Through this, SBCC is attracting a new student clientele.

Currently, there are five levels of ESL (beginning to advanced.) Separate courses teach grammar, reading, writing, and oral fluency at each



of the five levels. In the Fall of 1984, after the first census, 395 students (unduplicated count) were enrolled for a total of 734 enrollments. All of these students, except twenty foreign students, are U.S. citizens or permanent residents of California. The twenty foreign students were admitted for the first time through the English Language Studies Program. The foreign students in that component of the ESL program pay \$876 in foreign student fees per semester. All other students are local residents, U.S. citizens, or political refugees (primarily Vietnamese and Laotian). Ninety percent (90%) of the students are Hispanics and Asians. These students comprise a significant percentage of the minority population on campus.

Both traditional and non-traditional programs adhere to a series of procedures that begin with initial development through periodic review and evaluation. All instructional programs are reviewed by the College's Curriculum Advisory Committee (CAC) prior to implementation. This committee holds hearings and takes formal action on each proposed program. Once a program or course is approved by CAC, it is recommended to the President's Cabinet, Board of Trustees Sub-committee on Educational Policies, and ultimately to the full Board of Trustees for approval.

In some instances, external agencies require further approval and evaluation of courses or programs. (i.e., State Boards of Nursing, State Department of Public Health, etc.)

Every instructional credit program is administered by an academic or vocational department under the direct supervision of a department chairperson and corresponding Division Chairperson.

## APPRAISAL

1. Degree and certificate programs are designed with the appropriate sequence of courses and teaching methodologies to achieve the College's mission. Departments communicate regularly with other colleges and universities in order to ascertain the appropriateness for transfer and/or the appropriateness of lower division content for program and/or certificate programs. Department chairpersons do an annual evaluation of their areas, based on the institutional direction statement of the College--as well as specific qualitative criteria which include teaching methodologies, performance standards, and curricular offerings.
2. The system for monitoring enrollment into reading, writing, mathematics, and English as a Second Language classes works very well. Students are not allowed to register without proof of eligibility.
3. Enforcing prerequisites and skills levels in other areas is not as systematic. Since some students do not heed the advice they receive from counselors and faculty members, instructors are unable to ensure that every student has taken the prerequisite course(s), or has other skills to begin at a level necessary for success. An exception to this is the nursing program at SBCC. The California State Board (BRN) regulations mandate particular prerequisites for these programs.

4. While the current College Catalog underwent a major change in format and style which adequately describes major areas of curriculum concentration, further refinements are needed, primarily in consistency of organization, readability, and clarity.
5. Various factors have led to a poor systematic follow-up of students who have left or graduated from our occupational programs. Up until this year our database information has not been "clean." Also, we have had to use three different data base designations in the last five years--USOE, CID, and most recently, TOP.
6. The DSS program has increasingly improved access to education for physically, communicatively, and learning-disabled students. The assessment services provided by this department are in such high demand that assessment appointments with learning-disability specialists are now fully booked for weeks in advance. Approximately eight hours are required for each assessment in order to diagnose learning disabilities. Furthermore, disabled students from the community and from UCSB enroll in courses in order to avail themselves of services in assessment, placement, and counseling, and ADA is not awarded for these services. The situation described above has resulted in an increasingly popular program with inadequate permanent full-time staff--especially qualified in the area of assessment.

Liaison of DSS staff with the general faculty has shown continued effectiveness, but needs to be expanded further.

7. In a student questionnaire administered last year to 315 ESL students, 84% indicated an Associate in Arts or Associate in Science degree as their academic goals. 90.5% indicated they planned to continue studying at SBCC after they completed the ESL program. 44% indicated the intent to transfer to a university.

The enrollment in the ESL program has grown significantly each year for the past four years. This growth is testimony to the scholastic integrity and effectiveness of the program's instruction.

In the Fall Semester 1984, the ELSP enrolled 17 students from 7 countries in ESL classes. Six of these students advanced to regular courses at SBCC for the Spring Semester 1985. In Spring 1985, the program again enrolled 17 students.

8. Every program is to be reviewed annually as part of the three-year evaluation and planning process. The Program Co-ordinator, Department Chairperson, Division Chairperson and Division Dean are the individuals most directly involved in the evaluation process.

SBCC is in the midst of a transition in the departmental planning process which includes evaluation in a fundamental and ongoing way. Departments and programs are evaluated against both qualitative and quantitative criteria. Specific criteria include:

1. Departmental productivity compared to state standards (Total WSCH, WSCH/FTE, Cost/Income Ratios).

2. Consistency of departmental plans with College Mission Statement and College Direction Statements.
3. Performance of department as measured against the Program Quality criteria.

The three-year evaluation and planning process has just been initiated this year. It has been a significant improvement over past years, but refinement is still required especially in using the qualitative criteria to measure departmental performance.

#### PLAN

1. The College Catalog for next year will include refinements leading to improved organization of material, readability, and clarity. Extraneous or redundant information will be eliminated.
2. It is expected that by Fall 1985 our computer capabilities will allow us to conduct a systematic follow-up on the students who have left or completed our occupational programs.
3. It is imperative that money be sought for increased assistance within the DSS program, particularly in the area of assessment. This is especially important when one considers that approximately 30% of the students undergoing assessment are not "learning disabled." Attempts will also be made to obtain increased funds for the purpose of enhancing the liaison meetings between DSS staff and regular college faculty.

A credit class will continue to be offered in personal development related to disabilities assessment. Furthermore, a study skills class for the learning disabled will also be offered twice each semester beginning Fall 1985.

4. We will continue to improve the evaluation and planning process for instructional programs. The Curriculum Advisory Committee and the Instruction Office will be the primary bodies involved in this ongoing refinement.

Ongoing efforts to enhance rigor and consistency will also be emphasized. Hopefully, Data Processing capability will improve and facilitate the analysis of departmental quantitative data. While it appears that there are very few problems in this area, our goal is to achieve total adherence to recognized educational standards.

5. As the program dealing with services to foreign students grows, more staff and budget will be needed.

## STANDARD 2B

EDUCATIONAL EVALUATION AND PLANNING IS SYSTEMATIC, INVOLVES REPRESENTATIVES OF ALL APPROPRIATE SEGMENTS OF THE INSTITUTION, AND PROVIDES THE BASIS FOR PLANNING THE USE OF HUMAN, FINANCIAL, AND PHYSICAL RESOURCES.

### DESCRIPTION

Curriculum planning begins in the individual instructional departments. The Curriculum Advisory Committee (CAC) is the primary committee responsible for establishing procedures for review of all new courses and programs of instruction. The CAC also determines which courses satisfy General Education requirements. The Division Chairpersons, and Deans of Instructional Services and three at-large faculty constitute this committee. (Ref. 2, 2B.1)

When a new course/program proposal is submitted by a Department Chair, it is placed on the CAC agenda for review no sooner than two weeks hence to permit time for review. The CAC reviews the proposal and either endorses it or returns it to the Department for reconsideration or modification.

Each department, in the preparation of its three-year plan, includes any changes in curriculum expected during the planning period along with a rationale for such changes and their expected resource implications. These materials are reviewed by the Division Chair and the appropriate Dean and feedback is provided to the Department Chair. Once it has been determined that the proposed changes are consistent with the College Mission and Statement of Institutional Directions, the Department and Division Chairs and the Dean work together to develop a resource needs justification which is reviewed by the Division Chair Council (DCC). The DCC submits a priority ranking of these proposals to the College Planning Council (CPC).

These plans are finally reviewed by the CPC and are used as the basis for development of the next year's budget. Any new courses/programs approved by the CAC are candidates for funding, although these must still undergo the above prioritization process, and may not get funded if resources are inadequate to cover all requested changes. All proposed changes are described in the District Three-year Plan and funding priorities are also described.

The Dean of Instructional Services responsible for curriculum development also drafts a short statement College Academic Master Plan each year for submittal to the Chancellor's Office as a part of the Five-year Capital Outlay Plan. Furthermore, all new courses approved by the Curriculum Committee are submitted to the Board of Trustees for final approval.

In 1982-83, when the College instituted a formal long-range (5-year) planning process, an attempt was made to incorporate periodic evaluation. Both quantitative and qualitative criteria were developed, and selected departments were asked to apply the process as an experiment. Qualitative criteria were to be applied by the department, by the Division Chair Coun-

cil, and by the Instruction Office independently and a consensus evaluation was derived from these three sources.

For various reasons this process was not entirely satisfactory, and refinement of the qualitative criteria was attempted the following year. The process was still not generally accepted and was dropped. In 1984-85, each department was asked to conduct a self-evaluation with respect to its prior year's goals as a part of its three-year plan.

Additional evaluation is conducted by the Instructional Deans, Vice-President for Academic Affairs, and the Superintendent-President, based on longitudinal data such as Weekly Student Contact Hours (WSCH), full-time equivalent faculty (FTE), productivity (WSCH per FTE) and other factors. In addition, any program that appears to be experiencing problems such as dropping enrollment, major staff turnover, excessive attrition, etc., is subjected to more intensive review.

Particular attention is given to ongoing review of vocational programs through many Advisory Committees, direct contact with employers, and following of students who have left. Use is made of the Student Accountability Model (SAM) in followup studies. Considerable improvement has been made in modernization of vocational curricula through the acquisition of high technology equipment and the addition of faculty versed in these new technologies.

## APPRAISAL

Curriculum planning, as now carried out, seems to be effective. Analysis of proposed curriculum changes is thorough, substantive, and supportive. Division Chairs have demonstrated impartiality and sensitivity in considering each proposal.

The planning process is still in a state of development. After three years, there have been numerous refinements. The process, after reluctant acceptance during the first year, appears to have gained a measure of respect among most departments, largely owing to its integration with the budgeting process, which is now understood to be driven by planning, and to some simplification since the process began.

The area of major need for improvement at this point is the evaluation of instructional programs. This needs to be more formalized and integrated with the planning process. In addition to departmental self-evaluation there needs to be a source of independent evaluation.

Data processing support for instructional planning and evaluation needs to be greatly expanded. At the present time, it is quite tedious to gather the needed data at a departmental level and to integrate and summarize them for evaluation purposes. Much software that was available prior to conversion, in 1983, to a new system, has not yet been converted or replaced. The resulting inability to obtain current information in a useful format and on a timely basis is an ongoing problem. In addition, there is a need for simple tools for ad hoc inquiry into the College data bases.

Processes for allocating scarce resources to instructional programs are

generally perceived to be fair. (Ref. 2, 2B.2)

## PLAN

During 1985-86, it is planned to integrate instructional evaluation with planning and to formalize the process so that each department undergoes intensive evaluation at least once every three years.

The College will be participating in the Chancellor's Statewide Task Force on Comprehensive Planning, and its planning process will no doubt undergo some change in order to be consistent with the guidelines of that project.

Problems with extraction of timely, accurate data from the computerized data base have been related to the major task of converting from a Burroughs system to a Hewlett-Packard system in March 1983, and the difficulties of applying sufficient programming resources to implement new software systems and simultaneously carry out new development work. For 1985-86, the College has committed funds to underwrite two full-time programming positions to deal specifically with College needs. One of these is to be strictly devoted to matriculation-related software development and the other to reducing the backlog of miscellaneous development requests. This should show major progress toward providing improved data gathering.

## STANDARD 2C

THE PRINCIPAL INSTITUTIONAL FOCUS IS A COMMITMENT TO LEARNING, INCLUDING ITS EVALUATION AND CONTINUOUS IMPROVEMENT.

## DESCRIPTION

The College's commitment to learning is embodied in its Mission Statement - "Santa Barbara City College exists to provide uncompromisingly excellent quality of instruction in all programs of the College, and to create and maintain an environment which emphasizes teaching and learning and encourages free discussion of ideas, interests and issues." (Ref. 2, 2A.1)

Faculty members are selected for their competence in the academic areas where they teach. All faculty in academic areas must have a minimum of a masters degree or equivalent and in vocational areas must meet all credentialing requirements plus requirements outlined in the State Plan for Vocational Education. Nearly one-fifth of the regular faculty have doctorates, for which a substantial salary bonus is offered as an incentive.

Faculty are offered opportunities for re-training to fit a changing curriculum and incentives and rewards are offered for outstanding service. In particular, a generous sabbatical leave policy permits faculty to expand their competence by additional study, travel, research, etc. The Faculty Enrichment Committee awards Improvement of Instruction and Professional Development grants.

To assure that new faculty are competent in their fields, a comprehensive

screening and hiring process is followed. Probationary faculty are evaluated each semester and regular instructors every two years. The emphasis in these evaluations is on improvement of instruction. Hourly faculty evaluation was revised in Spring 1985 to increase emphasis on quality of teaching. Faculty members are evaluated by their students, their peers and their Department Chairs. (Ref. 2,2C.1)

Programs are geared to the learning capabilities of students. Many support programs are provided for students who are in need of academic assistance, including the Tutorial Center, Learning Assistance Center, Reading/Study Skills Center, Writing Laboratory, Mathematics Laboratory, Educational Opportunities Programs and Services (EOPS), Computer-Assisted Instruction Laboratory, and Disabled Student Services. Sequential developmental and remedial programs are provided for persons unready to undertake college-level work. Self-paced mastery learning programs meet the needs of non-traditional students in Nursing, Business Office Education, and Reading. The Honors Program, just started in 1985, provides challenge and enrichment for students showing exceptional ability.

In 1982, a special committee on college readiness did an intensive study on methods of improving students' chances of succeeding. The result was a set of recommendations for orientation, assessment, and placement. These have evolved into a co-ordinated Matriculation Program (Ref. 2, 2C.2) which, beginning in Fall 1985, will be under the supervision of a Dean, Student Development and Matriculation. SBCC has one of the most advanced such programs in the state.

Instructional support services planning and development involve significant use of faculty. Much of this is covered under Standard 6, Learning Resources. Faculty members serve on the Library Committee, the CAI Committee, Media Advisory Committee, Matriculation Committee, Facilities Committee and ad hoc committees established to plan the details of new buildings such as the proposed new Learning Resources Center and Interdisciplinary Center.

Students are encouraged to use instructional resources through specific course requirements and referrals. Courses that require use of the LAC, for example, include Anthropology, Mathematics, Psychology, Art History, and Geology.

## **APPRAISAL**

Faculty selection, evaluation, and development programs are responsible for the support of an outstanding institutional program. One of the greatest strengths of the College is the quality and competence of the regular faculty. It is sometimes difficult to find and retain qualified part-time faculty in the areas of Mathematics, Computer Science, and Nursing.

Improvement is needed in the evaluation of part-time faculty. It is believed that new policies, adopted in Spring 1985, will accomplish this end by placing more emphasis on improvement of instruction.

The recommendations of the College Readiness (Matriculation) Committee are now being implemented rapidly. Preliminary research (Ref. 2, 2C.3) indi-

cates that the components so far incorporated have had a significant effect on increasing retention and improving student performance in English and Mathematics.

## PLAN

Present processes for selecting permanent faculty will be retained. The Academic Freedom and Professional Standards Committee will design a procedure for evaluating probationary faculty requiring more documentation, including a summary of student evaluations, a paragraph from the Evaluation Committee, and a statement of future objectives from the instructor.

The same committee will consider more closely tying of evaluation of tenured faculty to improvement of instruction by including a statement of objectives and a summary of achievements of each evaluatee.

The Matriculation Committee has adopted a detailed plan for full implementation of matriculation. This includes significant progress in data processing support and evaluative research to assist in further refinement of the program.

Some departments have instituted a faculty mentor arrangement whereby each part-time instructor is given guidance and assistance by a regular instructor. This arrangement will be considered for more extensive use, and a more formalized process for selection of hourly instructors will be used starting in 1985-86.

The Statement of Institutional Directions, which is the basis of all College long-range planning will continue to undergo annual review and update. The planning process itself will be revised to conform to guidelines of the Statewide Task Force on Comprehensive Planning. The College Mission Statement will be reviewed in the light of the final results of a Statewide Mission Study for Community Colleges now underway.

## STANDARD 2D

THE INSTITUTION HAS A SYSTEMATIC PROCEDURE FOR ARTICULATING ITS PROGRAMS WITH HIGH SCHOOLS, BACCALAUREATE INSTITUTIONS, AND EMPLOYERS WHO HIRE OCCUPATIONAL STUDENTS.

Note: Articulation with high schools and baccalaureate institutions at SBCC is a function of the Counseling Department under the Vice President, Student Affairs. This subject is discussed under Standard 4B.2.

Articulation with local employers is carried out by the Dean, Occupational and Career Education. The various methods for carrying out this responsibility are described under Standards 2A and 2G.



## STANDARD 2E

THROUGH CATALOGS, BULLETINS, HANDBOOKS, AND OTHER PUBLICATIONS, STUDENTS AND THE PUBLIC ARE PROVIDED WITH CLEAR, ACCURATE, AND 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 information regarding programs and courses through a variety of media. Principal among these are the College Catalog and the Schedule of Classes. The Catalog, available for purchase in the College Bookstore, is the official document which describes all programs and courses, the college Mission, support services, admission requirements, and student grievance procedures. Transferability of courses is touched upon, but only minimally, since it is a complex and changing subject. For information on course transferability, students are referred to the institution of intended transfer and/or to a counselor. SBCC recently received a Transfer Center grant which will start operation in Fall 1985. For more information see Standard 4.

The Schedule of Classes is available at no cost to students, and is mailed to every household in the District several weeks before registration. Existent information on admissions, registration, fees, and other helpful information on services is provided. The schedule lists section numbers, course names, time and location, instructor, and a brief description for each course offered. The Schedule includes necessary forms for application for admission to the College. Additional news items about the College are included.

Many other publications supplement these two basic documents. They vary from year to year, and serve more specialized needs. One of these is the SBCC Student Handbook (Ref. 2, 2E.1), updated annually and providing a ready-reference to many of the policies and services that directly affect students.

Individual brochures highlighting programs of the College are published and distributed free from racks on campus. These describe the nature of the program and typical course sequences leading to a degree or certificate. (Ref. 2, 2E.2)

A pamphlet briefly describing all of the occupational programs of the College was published in Spring 1984. In addition to program descriptions, the name, location and phone number of the key faculty contact for more information was provided. (Ref. 2, 2E.3)

Continuing Education schedules are published prior to each quarter. These list all courses, times, and locations. The publication is distributed free as a supplement to the Santa Barbara News-Press. (Ref. 2, 2E.4)

Attractive posters/mailers are printed annually describing the Music and Dramatic productions at the College. These are mailed to a very large

mailing list which is updated regularly. (Ref. 2, 2E.5)

### **APPRAISAL**

The publications of the College which provide information to students and the public are varied, easily available, and accurately convey the information intended. They are carefully edited to avoid specious and unsupportable claims.

The Catalog is updated annually and is reviewed for accuracy and currency with each publication. The schedules are, of course, published prior to each term and are likewise checked carefully for accuracy as of the time of publication. Necessary changes in schedule information often occur after publication and these are posted at registration.

Other publications are made available periodically as it is deemed desirable.

### **PLAN**

The publications of the College are felt to be serving the needs of students and public quite well. One of the most difficult problems in both credit and non-credit programs is the very tight schedule and highly labor-intensive task of compiling schedules, typesetting, proofing, and printing. For some time, the College has been considering the alternative of printing schedules directly from computer-generated tapes. While this would appear to be feasible, it has not yet had a sufficiently high priority to be implemented. This process would permit earlier publication of the schedule which could facilitate other benefits to students, such as mail-in registration.

No other plans exist to change the publications process which appears to be working very well. The College will continue to review its publications to eliminate unsupportable claims and will continue to seek ways to improve production efficiency.

### STANDARD 2F

**EVALUATION OF STUDENT LEARNING OR ACHIEVEMENT AND AWARDING OF CREDIT ARE BASED UPON CLEARLY STATED AND DISTINGUISHABLE CRITERIA.**

### **DESCRIPTION**

All SBCC instructional (credit) departments are required to have current course outlines on file which include specifications of criteria to be used in the assignment of credit for courses. When new courses are proposed to the Curriculum Advisory Committee (CAC), credit determination is included, and is then considered for appropriateness, prior to approval. Each department is ultimately responsible for determining if its standards are "based upon generally accepted norms or equivalencies." Checks to assure that this is occurring are feedback from receiver institutions for academic courses

and feedback from advisory committees and/or employers for vocational/technical programs.

Departments are encouraged to provide information to students regarding course requirements at the beginning of each semester. Grading policies are also generally described in the College Catalog.

### **APPRAISAL**

All faculty members are made aware of the importance of informing students regarding expected achievements in courses or programs. Furthermore, a major responsibility of the department chairperson is to monitor multiple-section classes so that there is consistency of grading policies.

Concern has arisen at times because of the variation between high, average, and low grades within the general college curriculum. Annual print-outs are sent to faculty which indicate the variation of grade averages from department to department. An attempt is made, within departments, to clearly state objectives of courses so that students are aware of the expectations relative to grading. Furthermore, a major responsibility of department chairpersons is to carefully monitor grades in multiple-section classes so that consistency prevails.

### **PLAN**

During 1985-86, a major priority of the College will be to conduct research on Learner Outcomes. A consultant, funded by the FIPSE project of ACCJC/CCC, will be brought to the campus in Fall 1985 to assist in designing this study.

There are no plans to alter the current system of credit evaluation. The Instruction Office will continue to monitor and study grade averages within departments and will discuss anomalies with the departments, but thus far, our current procedure appears to be working satisfactorily.

### STANDARD 2G

OFF-CAMPUS EDUCATIONAL PROGRAMS ARE INTEGRAL PARTS OF THE INSTITUTION. THEIR GOALS AND OBJECTIVES MUST BE CONSONANT WITH THOSE OF THE INSTITUTION. THE INSTITUTION MAINTAINS QUALITY CONTROL OF THESE PROGRAMS AND PROVIDES APPROPRIATE RESOURCES TO MAINTAIN QUALITY. NON-CAMPUS BASED INSTITUTIONS WILL DEMONSTRATE SATISFACTORY QUALITY CONTROL SYSTEMS.

### **DESCRIPTION**

#### **1. Occupational Programs (Off-Campus)**

Off-campus occupational programs meet the same quality criteria as on-campus programs. In some instances, the same courses are taught both on and off campus in order to promote greater accessibility to a larger number of people.

Contracted instruction is provided to local businesses and industry in a variety of modes: standard courses, customized short-duration workshops, technical seminars, or field testing to meet specific requirements of a business. (Ref. 2, 2G.1.)

At the present time, the College has only one contract with a private school for the delivery of educational services on behalf of the College. This is in the area of Cosmetology. The training agreement for this program is found in Ref. 2, 2G.2. The District pays for this education and subsequently receives ADA for this program.

All other courses offered off campus for the benefit of specific businesses are non-ADA driven but provide the College with costs for program development, evaluation, and overhead expenses.

In February 1985, a consultant was employed by the District for the purpose of enhancing the College's effectiveness in marketing present and anticipated business-related credit and non-credit classes to the greater Santa Barbara business community. (Ref. 2, 2G.3)

Beginning in Fall 1985, SBCC will hire a full-time director of community job-site (contract) instruction. This position will be funded by the Joint Training Partnership Act (JTPA) and VEA funds. This person will work with small businesses, the Chamber of Commerce, County Schools, and the Employment Development Department (EDD) in an effort to identify short-range training needs of industry and will expedite instructional needs of in-service workers.

Off-campus instructors must be employees of the District. Furthermore, these instructors meet the same credentialing requirements of the regular occupational instructor. As a guideline, we prefer that teachers have recent industrial or business experience before we ask them to teach at the job site.

When we negotiate contracts or arrangements for instruction for off-campus courses, items such as tuition/fee charges, admissions, academic requirements (when course is ADA driven) and the availability of student services are reviewed with the cooperating agency, consortium, or business, again adhering to campus policy and state education codes. Generally off-campus classes are scheduled at the convenience of the business or industry. However, this does not negate responsibilities of policies established by the College.

Standardized courses taught at the job site or satellite campuses follow the same evaluation and accountability standards set for courses taught on campus. All off-campus occupational programs are supervised by an employee of the District.

Off-campus job-site and contract courses (graded and non-graded) are an integral part of our occupational offerings at SBCC. Course offerings include Business Education, Water Science, Electronics, Police Science, Computers, and Apprenticeship courses.

Although contracted instruction job-site offerings are approximately

one year old, the institution maintains quality control of these course offerings and provides appropriate resources to ensure same.

Customized courses are usually scrutinized as to rigor and appropriateness by college staff and representative of the job site or training station. Standardized courses are taught and evaluated by the same procedure as used on the main campus.

During 1984-85, nine (9) contract or job-site courses (both customized and standard) were taught in four (4) different community locations. Tentatively, we are planning six (6) more courses in four (4) different community locations.

Admission, retention, certificate, and degree requirements are qualitatively consistent with those on campus. In addition, the Cosmetology students must take a state licensing examination following completion of their required 1,600 hours of instruction in order to enter their employment field.

SBCC also has several work experience components to its occupational programs. These programs are operated under the guidelines in Ch. 3, Title V. Furthermore, students must meet program objectives as listed in Ref. 2, 2G.4. This educational opportunity provides for supervised on-the-job experience with opportunity for the practical application of skills and knowledge previously learned in directly related classes. Classes meet with the instructor for an orientation session during the first week of the semester and again during final examination week for an evaluation of the program. Employment may be obtained subsequent to enrollment, but must be directly related to the student's vocational career objectives. A student may enroll in this course four different semesters and may earn up to a maximum of four units per semester. The minimum number of working hours required per unit of credit will be 75 per semester. Directly related vocational work experience is available for students in the following majors:

- a. Vocational Business - Office Occupations.
- b. Vocational Business - Distributive Occupations and Finance/Insurance/Real Estate.
- c. Automotive Services.
- d. Electronic Technician.
- e. Graphic Communications.
- f. Administration of Justice.
- g. Recreation Technician.
- h. Metals Fabrication/NC Machining.
- i. Landscape Horticulture.
- j. Drafting/CADD.

The Dean, Occupational and Career Education has the over-all responsibility for the supervision of off-campus occupational programs.

## 2. Study Abroad Programs

The opportunities for credit study abroad have markedly accelerated since the last accreditation visit. At that time, Cuernavaca, Mexico, was the only foreign site for credit classes offered by the College.

SBCC now offers credit study abroad programs in Cambridge, England; Paris, France; Cuernavaca, Mexico, and, as of this Fall, Jinan, The Peoples' Republic of China. These are not tour programs; they are academic study programs. The Cuernavaca program is a Summer study experience, and students may take from four to six units of Spanish language course work. Students participating in the full-semester programs in England, France, and China enroll in 16-18 units of fully-accredited and transferable course work. Typical curricula for these programs are provided in Ref. 2, 2G.5.

### 3. Continuing Education

Information on off-campus activities of the Continuing Education Division will be found under Standard 5, Community Services.

### APPRAISAL

1. The off-campus occupational programs are progressing satisfactorily within the confines of quality control. It is anticipated that these programs will continue to grow even more with the aggressive stance the College has begun in working with local businesses in the community and the appointment of a full-time co-ordinator for this program.
2. The travel abroad courses are all listed in the College Catalog and with the exception of Spanish 28V, are offered on the SBCC campus as well. The courses are taught by credentialed instructors and meet all of the same content and course minimum expectations required on campus. It is stressed to students throughout information and orientation meetings that the programs are academic.

SBCC will continue to offer the existing study abroad programs. Consideration is also being given to the development of programs in Japan and Spain.

### PLAN

It is hoped that the program in the Peoples' Republic of China will be the first step in the development of expanded cooperation between the two institutions. Plans for future activity include:

1. Opportunities for Chinese students to study at SBCC.
2. Opportunities for faculty exchanges.
3. Development of an Asian Studies/Pacific Rim emphasis program.

The College is also committed to expanding opportunities for faculty and staff to become involved in international study. To achieve this, we will provide:

1. Greater encouragement for faculty to participate in exchanges.
2. Greater institutional support for infusion of international

perspectives in the curriculum.

3. Greater encouragement for expanding the presence of foreign students and visiting professors.

The College is also in the process of reviewing all policies regarding study abroad opportunities. Specific policy areas which are in the process of revision are:

1. Faculty selection and compensation.
2. Student selection.
3. Procedures for the determination of contractors to provide non-academic services.

#### STANDARD 2H

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 REMAIN WITH AND ARE EXERCISED BY THE ACCREDITED INSTITUTION.

**Note:** SBCC conducts one program which is under contract to an outside agency for part of the instruction. This program--Cosmetology--and the control over educational and fiscal responsibility are discussed under STANDARD 2G.

#### STANDARD 2I

NON-CREDIT COURSES AND PROGRAMS, WHETHER OFFERED ON OR OFF-CAMPUS, ARE INTEGRAL TO THE EDUCATIONAL MISSION OF THE INSTITUTION AND ARE CHARACTERIZED BY AN EQUIVALENT QUALITY OF PLANNING, INSTRUCTION, AND EVALUATION TO THAT IN CREDIT PROGRAMS.

**Note:** In the Santa Barbara Community College District, all non-credit courses and programs are administered through the Continuing Education Division and are integrated in the Community Service programs. For this reason, discussion of non-credit programs is contained in STANDARD 5. The reader is referred to this section for Descriptions, Appraisals, and Plans for non-credit courses and programs.

## REFERENCE TO SUPPLEMENTARY MATERIALS

### STANDARD 2 - EDUCATIONAL PROGRAMS

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 2, 2A.1	College Mission Statement
Reference: Standard 2, 2A.2	Honors Program
Reference: Standard 2, 2A.3	Examples of College Information Handouts
Reference: Standard 2, 2A.4	Re-training of Staff
Reference: Standard 2, 2A.5	Odds and Ends in Occupational Education (Newsletter)
Reference: Standard 2, 2A.6	Vocational Education Advisory Committees
Reference: Standard 2, 2A.7	Use of Vocational Advisory Committees
Reference: Standard 2, 2A.8	2 + 2 Program
Reference: Standard 2, 2B.1	Curriculum Committee Minutes
Reference: Standard 2, 2B.2	Three-year Plan, 1985-86
Reference: Standard 2, 2C.1	Faculty Evaluation Policy
Reference: Standard 2, 2C.2	Matriculation Plan
Reference: Standard 2, 2C.3	Reports on Research Regarding College Readiness Program
Reference: Standard 2, 2E.1	Student Handbook
Reference: Standard 2, 2E.2	Program Brochures
Reference: Standard 2, 2E.3	Occupational Programs at SBCC
Reference: Standard 2, 2E.4	Continuing Education Schedule
Reference: Standard 2, 2E.5	Program Mailers - Music and Drama
Reference: Standard 2, 2G.1	Policy on Contracted Instruction
Reference: Standard 2, 2G.2	Cosmetology Contract
Reference: Standard 2, 2G.3	Consultant Contract for Contract Instruction
Reference: Standard 2, 2G.4	Work Experience Program Objectives
Reference: Standard 2, 2G.5	Typical Courses for Study Abroad Programs



# Institutional Staff

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STANDARD 3A

THE STAFF IS QUALIFIED BY TRAINING AND EXPERIENCE TO ACHIEVE AND PROMOTE THE EDUCATIONAL OBJECTIVES OF THE INSTITUTION.

**DESCRIPTION**

With the exception of the 1983-84 school year, the total workforce at Santa Barbara City College (SBCC) has remained fairly constant during the last five-year period. This workforce has been adequate to meet the educational objectives of the College. The workforce as constituted in Fall 1984 is as follows:

TOTAL EMPLOYEES

	<u>-N-</u>	<u>FTE</u>
Administration	33	33
Faculty (Regular)	168	163
Faculty (Part-time credit)	276	93
Faculty (Part-time non-credit)	391	NA
Classified	183	176
Total	<u>1,051</u>	

Hiring Increase - part-time (Hourly) Credit Faculty

	<u>-N-</u>	
1984-85	276	32% Increase over 1981-82
1981-82	208	9.5% Increase over 1977-78
1977-78	190	

WSCH Taught by Credit Hourly Personnel (Ref. 3, 3A.1.)

1984-85	413,869	30%
1981-82	432,845	30%
1977-78	414,619	32%

Note that although the total number of hourly instructors has increased substantially, the proportion of the total teaching load is nearly constant.

During the early part of the 1983-84 school year, the College underwent a "hiring freeze" which was taken as a precautionary step pending clarification of the District's fiscal condition. Since the end of the

hiring freeze, the College has returned to full staffing levels. The workforce is well prepared for its assigned duties and responsibilities as evidenced by its professional preparation and length of service with the College. Among the regular faculty, 32 (19.0%) faculty members have earned doctorates. All certificated employees have appropriate credentials, certifying them as legally eligible to teach in their respective disciplines. SBCC is an affirmative action employer with a comprehensive affirmative action selection program. (Ref. 3, 3A.2.) Women and minorities are represented throughout the faculty and staff workforce as shown in Ref. 3, 3A.3. The selection procedures which have been developed for the regular faculty and staff ensure that all positions are filled through an open competitive process with job-related selection criteria for determining the best qualified employees. (Ref. 3, 3A.4.) These criteria are established prior to advertising any position. This process also includes appropriate questions and job-related ranking criteria for use of each interviewing committee. Interviewing committees are required for all permanent positions. Prior to each selection process, the committee receives appropriate Equal Educational Opportunities/Affirmative Action (EEO/AA) legal orientation and direction. All advertised positions clearly state the criteria that will be used in employee selection: educational requirements; experiential requirements; credential requirements; and any education or experience that may be preferred, but not required. Teaching effectiveness is one of the primary criteria for selection of teaching faculty at SBCC. Faculty members are selected by committees comprised of teaching faculty who assess the candidate's background and teaching ability. Often a demonstration of teaching ability is a required part of the interview process. For example, candidates for the positions of Computer Science Instructor, Marine Biology Instructor, and Reading Study Skills Center Director were asked to prepare and teach a short lesson for the committee.

The District has developed and maintains an ongoing evaluation process for all of its faculty and staff members. The faculty and management process calls for evaluations every other year. Faculty evaluation includes peer evaluation, student evaluation, self-evaluation, and administrative evaluation. Teaching effectiveness is also a primary consideration for evaluating both tenured and probational faculty members. Members of the evaluation committee for probationary faculty observe the faculty member in the classroom, interview students, and provide for a student survey of each class. When the evaluation is less than satisfactory, the probationary faculty member is asked to work on specific objectives before the second or third semester evaluations.

Administrative evaluation includes a self-evaluation and client survey prior to evaluation by his/her supervisor. All non-management classified employees are evaluated once a year after establishment of permanency.

Prior to permanency, each faculty member receives one evaluation each of the first three semesters of employment. Hourly instructors also have a planned schedule of evaluations. Job descriptions have been prepared for all members of the faculty and staff. Each certificated administrator has a specific job description that is updated periodically and approved by the Board of Trustees. All classified employees have their job duties, responsibilities and qualifications outlined in their respective job

classifications as provided in the District's job classification program plan.

## APPRAISAL

The recruitment and selection process for all regular employees is conducted in accordance with the District's Affirmative Action Plan and appropriate selection procedures. This process has resulted in representation of minorities and women in all segments of the campus population.

	<u>Number</u>	<u>Percentage</u>
<u>Administrators/Managers</u>		
Women	11	33.3%
Minorities	8	24.2%
<u>Regular (contract) faculty</u>		
Women	59	35.1%
Minorities	20	11.9%
<u>Regular classified employees</u>		
Women	108	59%
Minorities	62	33.9%

In hiring new faculty members, the selection committee has the option of requiring teaching demonstrations. Those who do not use this option base their decisions on interviewing processes, resumes, and letters of recommendation.

Prior to Spring 1985, no systematic process existed for following up on unsatisfactory teaching evaluations of probationary faculty. In Spring 1985, the Academic Freedom and Professional Standards Committee proposed a more comprehensive evaluation of probationary certificated personnel and part-time hourly lecturers, requiring evaluative comments from the department chairperson and division dean. (Ref. 3, 3A.5.)

The administration, working with faculty and classified employee groups, has been able to maintain a full educational program without the layoff of regular faculty and staff. This has been done by selective filling of positions and flexible responses to the intermittent fiscal uncertainty, such as a "hiring freeze" in 1983-84, and limiting compensation adjustments to income levels.

The faculty and staff who have been selected for employment at the College are highly qualified in educational background and experience. The College is fortunate in being located in a geographical area well known for its

beauty, cultural/recreational advantages, and educational opportunities. While the District's hiring process has been effective in selecting excellent employees, the high cost of housing in this area has been a deterrent for some prospective employees.

The large increase in the number of hourly teachers hired in the credit program is of concern. The number of credit hourly teachers has increased by 45% since 1977-78. Although the number of credit hourly teachers has increased by 45%, the percent of weekly student contact hours (WSCH) taught by hourly instructors increased by only 2% during this period.

## PLAN

The District will continue its present selection process as determined to be necessary by the Affirmative Action Office, Affirmative Action Committee, and the Board of Trustees. The District's Affirmative Action Plan will be updated as necessary.

The increase in hourly credit faculty, which has occurred because of the fiscal crisis in community colleges, has resulted in an increased workload in the Personnel, Instruction, and Payroll offices. In addition, there has been a similar increase in the workload of the regular instructional faculty because of the importance and increased need for teaching continuity within courses and programs. The increased number of hourly faculty has resulted in a dedicated effort by faculty, staff, and administrators to continue to maintain a comprehensive educational program of quality despite the fiscal cutbacks. The College Planning Council recognizes and commends all for these efforts. The District will do all it can to alleviate the increase in the clerical workload in Personnel, Instruction, and Payroll offices due to the large increase in the number of credit hourly teachers. Efforts will be made to increase the staffing level during high demand periods, and to simplify the payroll/processing tasks.

The new policy for evaluation of probationary certificated faculty calls for a committee composed of the department chairperson and two other certificated faculty members to: visit the classroom, interview students, submit a written report including summary of student evaluations, an evaluation form, committee and department chairperson comments, and a written statement indicating satisfactory or substandard performance.

The Division Dean also will submit a written evaluative statement about the performance of the probationary faculty member.

If performance is judged substandard, the committee will write a plan for the improvement of performance to be filed with the evaluation report.

### STANDARD 3B

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

Faculty members at SBCC typically teach 15 units of classes per semester and are available to students daily during their office hours. District policy also stipulates the number of office hours that must be maintained each day of the week for student contact purposes. In addition, many departments provide a faculty adviser for students in designated majors. Also, it is not unusual for many faculty members to provide their home phone numbers to students for the purpose of answering questions, advisement, etc. The Vice-President of Academic Affairs is responsible for monitoring faculty availability and variations in the faculty availability policy in coordination with department heads.

The rich tapestry of experience, scholarship, talent, and community involvement of the SBCC faculty is one of the strengths of the College.

This year, the College recognized the need (despite fiscal austerity) to support professional development and, in fact, made a \$20,000 increase in the fund for "travel and conference." The College has also continued to provide a pay differential to part-time credit teachers for student advisement. The College recognizes the importance of scholarly and creative activities to effective teaching by encouraging a number of professional development activities.

The Faculty Enrichment Committee (a committee of the Academic Senate) sponsors and implements many of the activities, such as the Fall and Spring Seminars, a number of workshops and forums on a variety of topics (e.g., microprocessor applications, issues in Philosophy, the Holocaust, dealing with nuclear issues, conducting effective meetings), and seminars for part-time lecturers. In addition, the Faculty Enrichment Committee provides Improvement of Instruction grants to faculty members, (Ref. 3, 3B.6), administers faculty travel and conference funds, and publishes the Faculty Voice. (Ref. 3, 3B.7.)

Other professional development activities are encouraged. Sabbatical leaves for travel/study, writing, retraining, research, etc., are supported because of their contribution to effective teaching. The College sponsors a faculty member each summer for the Great Teachers' Seminar and encourages faculty exchanges to colleges both in the United States and abroad. Faculty members have the opportunity to teach in the international education program in Cambridge, England in the spring; Florence, Paris, and Rome or China and Japan in the fall; and Mexico in the summer. Furthermore, several faculty members have designed a new honors program which includes several new interdisciplinary classes.

Faculty members are also encouraged to be active within the community. Those who are artists, actors, musicians, singers, and writers participate in community events. Political Science professors conduct public forums on a variety of issues; and many of our faculty from our specialized programs serve as local speakers as well as accreditation site visitors to other colleges throughout the country. Recently, our associate degree nursing faculty participated in a state-wide video and audio presentation regarding the results of our two-year state-wide Kellogg project--which will be part of a nation-wide presentation in November 1985.

#### **APPRAISAL**

SBCB faculty members are committed to excellence in instruction, and the institution is committed to providing opportunities for the faculty to pursue creative and scholarly activities. SBCB excels on this Standard.

The District's office hour and faculty availability policy has met the needs of the students and is flexible enough to handle special faculty scheduling problems. The faculty understands and follows its responsibility for student office hours as it is outlined in the Faculty Job Description, Faculty Manual, and District Policies.

#### **PLAN**

The College will continue to support and encourage faculty members to pursue scholarly and creative activities to enhance instruction.

### STANDARD 3C

THE STAFF IS SUFFICIENT IN NUMBER AND DIVERSITY OF PREPARATION TO PROVIDE EFFECTIVE INSTRUCTION AND SUPPORT SERVICES, WHILE PARTICIPATING IN EDUCATIONAL PLANNING AND POLICY-MAKING, CURRICULUM DEVELOPMENT, AND INSTITUTIONAL GOVERNANCE. AN EFFECTIVE STAFF DEVELOPMENT PROGRAM IS PROVIDED, AND STAFF PARTICIPATES IN ITS DESIGN AND ITS ACTIVITIES.

#### **DESCRIPTION**

The District staff has remained relatively stable during the last several years despite the District's difficult fiscal condition. (See 3A. for breakdown of employment figures.) Policies and procedures are in effect for full-time and part-time staff. (Ref. 3, 3C.9) and Certificated District Policies (Ref. 3, 3A.4).

The District has an extensive committee system which provides for wide participation of both faculty and classified staff. The committee system was thoroughly reviewed and refined during the 1983-84 college year. This review was coordinated by the Superintendent-President and included major involvement of the Representative Council (Academic Senate).

The Superintendent-President requires from each committee:

- That they convene by October of each academic year.
- Designation of a chairperson.
- Verification of presence and participation at meetings.
- Annual report of the activities of each committee.

A list of all College committees, administrative responsibilities, membership, and functions, can be found in (Ref. 3, 3C.10). Minutes of these committees: (See Ref. 3, 3C.11.)

## APPRAISAL

The District has been able to carry out its educational mission despite severe budget cuts and a temporary "hiring freeze" in 1983-84. The faculty and staff continue to develop and expand educational and administrative programs for the District.

The current committee organization allows for faculty and staff participation in recommending policy; hence, communication between all entities is provided. Efforts to improve and maintain communications are ongoing.

The faculty feel a need for more clerical support within instructional areas: (1) departmental and divisional secretaries, and (2) an available statistician on campus to verify numerical data used in planning, and (3) for evaluation of effectiveness of efforts.

It is planned and expected that should declining enrollment and shifting discipline demand changes in required faculty reassignments, the faculty and administration will work cooperatively together in an open and consultative mode. The College has already invested a considerable amount of funds for faculty development to assist faculty in "declining enrollment areas" and to "retrain" for positions in "healthier" disciplines.

Significant progress has been made in the area of data processing with the implementation of the Santa Rosa and Pertaine systems. Despite a frustrating and difficult conversion process from batch mode to on-line, and from the Burroughs System to the Hewlett Packard System, the staff successfully made the conversion. A considerable amount of staff training has been provided, and will continue to be provided.

The District has also been successful in developing a Faculty Exchange Program with the private sector. At least two opportunities were located for tenured faculty members for summer learning opportunities.

The Division Chair Council (DCC) considers all departmental requests for certificated personnel--new or replacement positions. The prioritization process includes the following criteria:



1. Departmental Weekly Student Contact Hours (WSCH) and enrollment trends.
2. High cost/low cost programs along with cost effectiveness data.
3. The total educational program (institutional perspective) along with the "Mission Statement" . . . comprehensiveness.
4. Valid new programs.
5. For the past several years and for the foreseeable future, an additional criterion is no new (additional) monies for any positions. Resources are shifted to area of highest priority.
6. Support for solid existing programs.

The recommendations regarding certificated personnel go from Division Chair Council (DCC) to CPC in priority order. Following additional deliberation in CPC meetings, the recommendations are forwarded to the Superintendent-President.

The process has resulted from:

- A planned and deliberate process for the determination of full-time staff--following a college-approved educational plan.
- Faculty/administration involvement in the determination of staffing.
- The maintenance of a comprehensive (albeit minimal) full-time certificated staff.
- A recognition of the limitation of resources as related to staffing.

Professional growth for classified personnel has escalated significantly since the last visit. The Professional Growth Committee has continued to meet regularly since its inception. Increased bonuses for significant professional growth have increased from \$150 to \$200 per step (4 steps allowable). As of June, 1984, eighteen (18) employees were receiving professional growth increments. In addition, two years ago, the College established an Outstanding Classified Employee Program. Recognition is given for outstanding classified service to the District.

Staff development has expanded to the administrative group with the development and implementation of a Management Development program which began in 1983-84. The program consists of:

- Monthly breakfast meetings with guest speakers.
- The purchase of tapes and books for use of administrative personnel regarding managerial strategies.
- "Training sessions" for managers (1983-84), attended by an average of 22 people at each session.

- An off-campus management retreat, implemented by the Superintendent-President, for review of annual district and departmental goals. An evaluation of this retreat was conducted and will serve as a basis for the next retreat in July 1985.

## PLAN

- The Classified Professional Growth Committee will be evaluating its internal staff development structure to ensure an effective program for the classified staff. Specific plans thus far include an expanded in-service training program with workshops scheduled for the Fall 1985, and Spring 1986 semesters.
- A committee has been appointed by the Superintendent-President to plan future management retreats using feedback obtained from the management-evaluation report. The first retreat is scheduled for July 1985.
- To maintain the current level of 168 contractual staff as long as credit enrollment remains stabilized.
- To continue the process outlined above in the determination of certificated personnel needs--with constant awareness of no additional resources, and the need to shift existing resources in order to remain comprehensive and responsive to community needs.

## STANDARD 3D

INSTITUTIONAL POLICY REGARDING THE SAFEGUARDING OF ACADEMIC FREEDOM AND RESPONSIBILITY IS CLEARLY STATED AND READILY AVAILABLE.

## DESCRIPTION

The District's freedom of expression policy acknowledges the importance of this right and provides ample protection for all faculty members. The faculty's freedom of expression is defined within three areas: teaching subject, speech on campus, and statements issued as a private citizen. This statement of academic freedom and tenure was revised by the Academic Freedom and Tenure Committee in the 1984-85 college year, and will be approved by the Representative Council of the Academic Senate. (Ref. 3, 3D, 12.)

## APPRAISAL

The institutional claims on a faculty member while acting within his/her professional capacity is clearly spelled out in this policy. Activities by the individual undertaken in his/her capacity as a private citizen are clearly excluded from the purview of the College. Once again any faculty member whose professional sense and/or discretion is brought into question has the right of appeal to an Academic Senate committee.

## PLAN

To protect the policy presently in force.

### STANDARD 3E

PERSONNEL POLICIES AND PROCEDURES ARE CLEAR, EQUITABLE AND AVAILABLE FOR INFORMATION AND REVIEW.

#### DESCRIPTION

Santa Barbara City College (SBCC) does not have a union contract for certificated personnel; however, classified personnel work through their union agency of the California School Employees Association. Certificated staff negotiate on a "meet and confer" basis with the Administration and Board of Trustees. Salary advancement has been contingent on two factors: 1) length of service (step increases) and 2) earning additional academic units or degrees (class transfer). After several years' effort, a "Measuring Instrument for Non-Course Work and Activity" for salary class advancement was approved by the Board of Trustees in 1984. This instrument provides for alternative activities such as presenting scholarly papers at conferences or seminars and publishing articles, books, or classroom manuals for salary class advancement. (Ref. 3, 3A.4.)

Requests for salary class transfer (academic or non-course work) and supporting documentation are filed with the Personnel Office. They are then forwarded to the Academic Freedom/Professional Standards Committee for review. Faculty members are encouraged to seek approval prior to obtaining the units whenever possible. A faculty member has the right of appeal to the Representative Council (Academic Senate) from a decision made by the Academic Freedom/Professional Standards Committee.

Personnel files for all employees are kept in the Personnel Office and are available for perusal by the employee. They are not available to outsiders without the specific approval of the individual employee, or by court subpoena. An employee also has the right to inspect his/her personnel file with a further right to respond to any derogatory remarks found in the file.

Most certificated policies have been developed and/or refined by faculty committees following direction by College administration. These policies are readily available on campus. (Ref. 3, 3A.4.) Furthermore, an ongoing Employee Orientation program includes a systematic review of all personnel policies: evaluation, due process, selection process, disciplinary action, compensation, etc. The weekly College Memorandum, which is sent to all employees, includes any new information regarding personnel matters. The Superintendent-President has also initiated a program in which he and the Vice-President of Academic Affairs meet each year with each academic division of the College to hear plans and major problems and/or concerns. A similar general meeting is held with classified employees each December conducted by the Superintendent-President.

## APPRAISAL

The existing certificated grievance procedures including derogatory notations in personnel files have proven to be a legal problem to the District when attempting to carry out the mandated due process disciplinary action procedures in the Education and Government Code. Legal counsel for the District has advised that changes to these policies are required to streamline and clarify the procedures. Interim procedures have been developed.

### Salaries and Benefits:

During the last several years, discussions regarding salaries and benefits with the employee groups have become increasingly difficult because of the District's adverse financial situation. Some years ago the Board of Trustees maintained salaries for faculty at the 67th percentile of comparable colleges. This position has been eroded during the community college's fiscal crises, which has adversely affected faculty morale. Despite this unfortunate situation, employer/employee discussions have been carried out in a professional manner with a general understanding of the District's financial condition.

Salary and benefit adjustments have generally been as follows:

	<u>Salary Increase</u>	<u>Benefits</u>
1981-82	5%	\$100 increase
1982-83	2% (off schedule; one-time issuance)	\$100 increase
1983-84	2% (off schedule; one-time issuance)	\$100 increase
1984-85	9% plus 1% (off schedule; one-time issuance)	\$405 increase
1985-86	8%	0 increase

During 1984-85, for the first time, the District expanded its program for certificated retirees. This program included:

- medical benefits for retirees between ages 55-65
- an early retirement "emeritus bonus" - \$1,000
- an "emeritus recognition" policy

While the District's salary comparison ranking has fallen during the past years, it is hoped that the 1984-85 and 1985-86 salary adjustment will improve the District's position relative to other California community colleges, and also improve employee morale relative to their total compensation program. Despite the District's limited salary increases

during the last few years, we have been able to attain and attract highly qualified personnel. This can probably be attributed to the District's favorable location, reputation, and a large applicant pool from which to select the best candidates. As evidence, the monthly turnover rate for classified employees for the last five years is 1.3% which is below the average. (Ref. 3, 3E, 13.)

Additional improvement to the District's benefit plan is needed to provide an additional employee option for medical fee-for-service that is more affordable to employees. The Personnel Benefits Committee has investigated the addition of the new Blue Cross "Prudent Buyer Plan" because of its lower premiums. The District has also been able to change its life insurance carrier to one less expensive than the previous carrier. In addition, the District was able to lessen premiums for employees under the Blue Cross fee-for-service plan by joining the "sub-100" group in 1984-85. Overall, the District provides for a "cafeteria plan" with choices for medical insurance, dental insurance, life insurance, and tax-sheltered annuities (TSA's).

The process for salary advancement by salary class transfer seems to be working effectively. Faculty have been urged to seek approval from the Academic Freedom/Professional Standards Committee before taking classes, to reduce the possibility of non-approval after class completion. Since the measuring instrument for non-course activity has only been in effect since April 1984, to date no salary class transfers have been granted under that policy.

#### PLAN

1. The District will make changes in its policies regarding grievance/personnel file information in order to streamline and clarify procedures. This policy will be in place by Fall, 1985.
2. The District will continue its efforts to provide less-expensive options for medical care benefits.
3. The College will review methods to assist faculty and staff to deal with the high cost of local housing by exploring opportunities with public housing groups.
4. A focus will continue to be on favorably influencing community college budget development in Sacramento. State budget increases will be applied to improve faculty and staff compensation.
5. The College plans to maintain current policies, and mechanisms for salary class transfer.

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 3 - INSTITUTIONAL STAFF

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 3, 3A.1	Total WSCH Generated by Faculty
Reference: Standard 3, 3A.2	District Affirmative Action Program
Reference: Standard 3, 3A.3	Survey of Current Employees/Graphic
Reference: Standard 3, 3A.4	District Classified and Certificated Policies
Reference: Standard 3, 3A.5	Evaluation Policy for Probationary Certificated Employees/Draft
Reference: Standard 3, 3B.6	Improvement of Instruction Booklet
Reference: Standard 3, 3B.7	FACULTY VOICE
Reference: Standard 3, 3C.9	FACULTY MANUAL
Reference: Standard 3, 3C.10	Committee List
Reference: Standard 3, 3C.11	Minutes of Committees
Reference: Standard 3, 3C.12	Statement of Academic Freedom
Reference: Standard 32, 3E.13	Turnover Study/Graphic

# Student Services

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## 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.

### DESCRIPTION

The Student Services areas have conducted individual evaluations of programs and activities throughout the year. As a department we have:

1. Developed and distributed an "Exit Questionnaire" during the Spring 1984 semester. The students contacted were those who had withdrawn from the College by the first census date, those who had withdrawn by the second census, and those students who graduated. The data collected involved an evaluation of each student service area. (Ref. 4, 4A.1.)
2. A survey was made of other colleges of comparable size to evaluate programs, costs, and staff relative to size of enrollment and ADA. Conducted in Fall 1983, it provided us with some statistics which aided in the development of our five-year plans. (Ref. 4, 4A.2.)
3. The staff is participating in the statewide Student Services Program Review. Five components are presently participating in the evaluation of the pilot test models: Admissions and Records; Counseling; Financial Aids; Job Placement; and Student Activities. In Phase II, the Career Center, Assessment, and the Tutorial Center will participate.
4. A survey of "Evening Students" was conducted by the Assistant to the Superintendent/President which evaluated some of our specialized services. (Ref. 4, 4A.3.)
5. Each component has its own internal evaluation systems, as described below:

- a. Admissions and Records

As the Santa Rosa Junior College Student Records System is implemented, the College is changing its procedures and modes of operation. The Assistant Dean of Admissions and Records:

- (1) has established a Registration Committee to evaluate alternative methods of registration. The committee consists of students, faculty, staff, and administrators.
- (2) works with the Scholastic Standards Committee to develop and review the need to modify academic policies.



- (3) is coordinating with the Matriculation Committee to implement an Early Warning System, and to adapt the application form to new needs dictated by matriculation.
- (4) reviews new policies and activities with the Student Services Advisory Committee.
- (5) conducts a high school-relations program in order to assess their needs and mechanisms so that articulation between high schools and the College can be better achieved.

b. Counseling

The staff has emphasized better articulation with transfer institutions and the local high schools, and is developing a faculty advisement program, providing additional counseling to select groups of students and enhancement of the Career Center services. The program evaluates these objectives by:

- (1) evaluation of SBCC/UCSB Transition programs on the SBCC campus.
- (2) conducting personal interviews with former students who have transferred to other colleges or universities.
- (3) coordinating and reviewing with the Division Chair Council (DCC), the faculty advisement program (survey counselors, faculty, and students in regard to specific programs and activities.)
- (4) conducting group meetings with high school counselors to validate visitations and needs.
- (5) surveying students who see a counselor in regard to effectiveness of the counseling process. (Ref. 4, 4A.3.)
- (6) reviewing performance levels of probationary students who do and do not attend advisement sessions.
- (7) surveying displaced homemakers, Co-operative Agencies Resources for Education (CARE) recipients and re-entry students.
- (8) evaluating group workshops conducted by the Career Center, and surveying instructors in vocational programs.

c. Extended Opportunity Program and Services (EOPS)

The EOPS program is evaluated through the reports mandated by the Chancellor's Office, special grant applications, statistical reports on student progress, and staff evaluation. The instruments used to measure effectiveness are:

- (1) a survey of EOPS students by the peer advisers. Students are

questioned as to whether their goals have been met, whether peer-advising services have been provided in an appropriate manner, and whether there has been a consistency of sessions. (Ref. 4, 4A.4.)

- (2) a statistical analysis of the EOPS student population. (Ref. 4, 4A.5.)
- (3) an exit interview of CARE participants by the Special Program Adviser.
- (4) an exit interview and a questionnaire which are completed by the EOPS students who have withdrawn during the semester.

Based upon our past evaluations, we submitted a proposal and were awarded funds for a California Student Opportunity and Access Program (Cal-SOAP) and a CARE program. The College continues to reach out to the disadvantaged and minority students through peer advisers; tutoring; special counseling; additional advising; cultural programming; special classes; the Summer Bridge Program; a newsletter, "ROOTS" (Ref. 4, 4A.6.); priority registration for EOPS students who have completed 29 units or less; and through community involvement.

d. Financial Aids Office

The annual Application and Fiscal Operations Report (FISAP) evaluates the effectiveness, accuracy and delivery of aid programs to students. Funding levels depend on the number of students served. Increases in funding have occurred almost every year since 1977. Plans need to be adopted from the Student Services Program Review model to systematically assess and evaluate the ability to deliver the needed services.

To be of assistance, this office:

- (1) updates the Student Handbook in regard to the Financial Aid Appeal process. (Ref. 4, 4A.7.)
- (2) purchased a software package which generates federal and state reports, does award packaging, data retrieval, and funding status of the aid programs. An on-going evaluation with staff and Central Coast Computing Authority continues as the program is fully implemented.
- (3) regularly conducts "normal progress evaluations" of each Financial Aid recipient.

e. Student Activities

Programs are evaluated through:

- (1) attendance.
- (2) oral feedback from faculty, staff and students.

(3) generated income from athletic events and fundraisers.

(4) written evaluations from participants.

A Student Attitudes survey was developed with students, faculty and staff in Fall 1982. It was distributed during registration. The results were discussed at the Student Services Advisory group and distributed to the various components. (Ref. 4, 4A.8.)

f. Athletics

The Intercollegiate Athletic program is evaluated in terms of the number of students participating along with staff evaluations. There is a survey currently being developed for implementation which addresses the effectiveness of the program. (Ref. 4, 4A.9.)

The Athletic Advisory Committee evaluates standards, policies and funding levels. A set of criteria has been developed and is published in the "Athletic Department Handbook" for evaluating individual sports in regard to continuing, adding, or dropping a program. (Ref. 4, 4A.10.)

g. Bookstore

The Bookstore is evaluated by profits and informal evaluation of services from students, faculty and staff. The Bookstore staff participates on the Student Services Advisory Committee and the Bookstore Advisory Committee. The "Evening Student Survey" indicated a need for opening the store additional hours in the evening; as a result, the store is now open two evenings a week.

The Bookstore continues to make an adequate profit from which it gives \$39,000 to the Co-curricular Budget and Student Services. The Bookstore prices books below 75 percent of comparable community college bookstores. Additional monies have been used to remodel the store, purchase computer and specialized software, and to expand the present security system.

h. Disabled Student Services Program (DSS)

The Disabled Student Services program is evaluated by the Disabled Student Services Advisory Committee and also through its funding application to the Chancellor's Office each year. A specific program evaluation system is being developed by the Chancellor's Office and will be implemented in Fall 1985. (DSS functions administratively under two entities: Student Services and Instructional Services.)

i. Safety/Security Office

In 1979, the Santa Barbara Police Department made a complete evaluation of the SBCC campus when there was a need to initiate a more adequate and complete security program. Since that time, the Director now evaluates complaints, tours the campus at night in

order to identify possible problem areas, and recommends changes in college policy through the Parking, Traffic and Safety Committee. A security survey was conducted during the 1982 Summer Session.

Protection is provided from 6:30 a.m. until 11:30 p.m. on weekdays, with 24-hour coverage on the weekends.

The Crime Prevention Program consists of brochures distributed at registration (Ref. 4, 4A.11), safety talks in evening classes, evening escort services, specialized signs, and "Operation Identification." There are areas which continue to be of concern, such as: transients in Pershing Park; women who perceive the campus to be unsafe at night; crimes which are unreported; classrooms left unlocked with equipment inside; and departmental security.

An alarm system has been implemented where extensive computer hardware has been installed. As additional instructional programs have been implemented, security has been evaluated and appropriate steps have been taken.

j. Health Services

The Health Services component of the College evaluates its effectiveness through a review of the number of student contacts, the campus doctor's review of services, and a review of participation in health fair and health education days. The Health Services Advisory Committee assists in reviewing policies and health education programs.

The two mental health counselors are available on a part-time basis from September through June. The Dean, Student Development and Matriculation, reviews the schedule of appointments and the requests for in-service training programs.

6. General Information/Description

The College has a somewhat sophisticated system for the initiation of new programs which have new costs. Student Services participates through their Three-Year Plans, and the College Planning Council, to address new or modified needs for programs.

Each component of Student Services develops a set of goals and objectives annually. These goals and objectives are a part of the college fiscal planning process and must be submitted to the College Planning Council as a part of the "Three-Year Plan." (Ref. 4, 4A.12.)

The College has made special efforts to foster co-ordination between Student Services and the instructional program. The Student Services staff is represented on appropriate instructional and college-wide committees. The two programs have worked well together on the College Readiness/Matriculation Committee and the new Assessment Program. The staffs have positive regard for one another which facilitates co-ordination and implementation of new programs. Specific ways in which

Student Services and Instruction have worked very closely are as follows:

a. Admissions and Records

Many changes have taken place this past year which have served to enhance the relationship between the Admissions Office and the instructional staff.

Two Admissions Office staff members are specifically assigned to assist instructors. However, all the staff in the office assist when necessary. Although the College Memorandum is the major vehicle by which instructors are informed of their responsibilities and deadlines, this past year, memos listing deadline dates and other important admissions information were sent to instructors each semester. Friendly reminders are sent and telephone calls are made to delinquent instructors before the Instruction Office is informed of instructors who are lax in meeting responsibilities. A "last chance" drop roster is now sent prior to the last day to "drop" students. This gives an instructor the opportunity to drop students near the end of the semester, thus eliminating many "F" grades.

The Assistant Dean, Admissions and Records, serves on several committees: Scholastic Standards, Relations with Schools, Registration, Assessment and Matriculation Committees. She also works closely with the Instruction Office in schedule building, generation of ADA reports, and the development of the new "Modular Calendar." (Ref. 4, 4A.13.) In addition, breakfast meetings are held each semester to inform high school counselors of the instructional opportunities available at SBCC. Many faculty and administrators from the instructional area participate in these highly successful meetings.

b. Counseling

SBCC counselors are assigned to various college-wide committees and are seen as assets in program development. Some of the advisement activities which have been co-ordinated with the instructional program are these:

- (1) Counselors consult with faculty in developing course requirements to assure their consistency with Associate Degree requirements. (Counselors played a particularly vital role in this regard when Associate Degree requirements were modified, effective Fall 1984.)
- (2) Counselors and faculty have jointly developed the English Language Studies Program, a program for foreign students who need extensive English language instruction prior to entering academic courses.
- (3) A program of faculty involvement in advisement is currently being developed. This program involves co-ordinated

advisement efforts by faculty and counselors building upon the expertise of each group.

- (4) Faculty are participants in the articulation process as they review proposed agreements before they are finalized.
- (5) Counselors have assisted faculty in developing assessment testing in reading, writing, and mathematics; and they assume a major responsibility in applying the results to placement in courses.
- (6) Counselors have developed transfer-information programs and have included faculty as participants in these programs.
- (7) The Director of the SBCC/UCSB Transition Program has served as a facilitator in bringing together faculty from SBCC and UCSB.
- (8) The counselors assist faculty by serving as referral personnel for students whom the faculty view as having problems in their classes.
- (9) The Career Center has conducted seminar programs in coordination with academic disciplines which describe possible job opportunities for various majors. These seminars usually have faculty members as participants.

c. EOPS

The EOPS staff co-ordinates with the Instruction Office to:

- (1) develop special EOPS-funded courses.
- (2) select tutors for students and to provide funds for "specialized areas" of instruction, i.e., English as a Second Language (ESL), computer labs, mathematics labs.
- (3) devise plans and strategies for student improvement.
- (4) encourage faculty to complete the progress evaluation forms distributed mid-semester.
- (5) encourage faculty to participate in cultural events.
- (6) provide relevant courses in the areas of Essential Skills, i.e., ESL and Ethnic Studies.

d. Financial Aids

As the College re-designs or develops new programs--such as the ADN modules or the new modular calendar, the Financial Aids Office discusses with the Instruction Office any negative impact upon financial aid recipients. Special orientation assistance has been given to students enrolled in the Education Abroad Program, the Landscape Horticulture Program, and the Early Childhood Education

Program.

Instructors assist in the completion of unit verification forms and are available to discuss their assessments. The Instruction Office assists in the selection of faculty who serve on the Financial Aid Advisory Committee.

e. Student Activities

The Co-ordinator of the Student Activities Office works with the faculty who participate in New Student Orientation by providing in-service training. Club advisers are faculty members with particular interest areas who have indicated interest in working with students outside of the regular curriculum.

f. Athletics

The academic counselor for the athletes evaluates their progress in specific classes. He makes personal contacts with instructors and the tutorial program as needed.

The Athletic Director participates in the creation of scheduled course activities with the Instruction Office, and practice sessions are co-ordinated with the Instruction Office in order to avoid conflicts.

g. Bookstore

The Bookstore works with the instructional staff ordering textbooks and supplies for all classes. This year, to enhance this relationship with faculty, each instructor was sent a pamphlet outlining the many problems which arise between instructors, publishers, and the Bookstore. As a result, the orders for the current semester were more complete, and a higher percentage were received on time. In addition, the store will lend or send for desk copies for instructors.

h. Disabled Student Services (DSS)

One of the primary goals of the Disabled Student Services (DSS) department is to develop greater instructional support in this area for faculty. The program's success has been brought about by an extensive instructional component. Some of the specific class offerings are:

- (1) Two counseling department Personal Development classes for the disabled were offered by Disabled Student Services staff twice each semester.
- (2) One Learning Disabilities Mathematics class offered by a member of the Disabled Student Services' staff twice each semester through the Essential Skills component of the English department.
- (3) Four Learning Disabilities English classes offered by a

Disabled Student Services' staff member twice each semester through the Essential Skills component of the English department.

- (4) Two adaptive Physical Education classes now offered each semester through the Physical Education department.
- (5) One adaptive Music class offered each semester by one hourly Disabled Student Services instructor through the Music department. (Began in 1984-85.)

#### APPRAISAL

Each component of Student Services tries to evaluate its program in an appropriate manner. Five of the areas were involved in the State-based Student Services Program Review, but the staff did not devote an extensive amount of time to produce significant results. There needs to be more evaluation of the Bookstore, Student Activities, Security, Health Services, and Athletics.

The Student Services program has become more involved with the instructional component which has benefited the entire College. The matriculation effort is developing in an orderly manner, but needs more integrated involvement of the Counseling staff. Additional staff was hired to assist the development of the High School Relations Program, the UCSB Referred Student Program, the Minority Transition Program, and the Honors Program. Each program has tried to coordinate activities with the Instruction Office and the appropriate College committees. The programs have had numerous activities which have received positive recognition. Due to the College commitment to matriculation and the enhancement of the transfer functions, the College was awarded a "Transfer Center" grant for 1985-86.

#### PLAN

Evaluation and accountability have become a statewide priority and will need to be addressed throughout the year. The staff will continue to be involved in the Student Services Program Review. The Career Center will be involved in Phase II of this project.

The College Matriculation Program has a plan which mandates the implementation of "Student Academic History" (an on-line transcript system), the implementation of a registration control system, and the modification of the College application. All of these activities will be coordinated with instruction through the Matriculation Committee. (Ref. 4, 4A.13.)

The development of the "Transfer Center" will be coordinated with the instructional component and under the supervision of the Dean, Student Development and Matriculation. The plan is to bring the College's efforts together to be coordinated by the Dean.

The staff will continue to evaluate services and submit recommendations through the Student Services Advisory Committee. Each year all components are involved with the College-wide "Three-Year Planning Process."



Throughout the year, the staff is encouraged to apply for grants and to coordinate efforts with community groups and agencies.

#### STANDARD 4B

THE INSTITUTION'S PROGRAMS AND SERVICES SUPPORT INSTITUTIONAL OBJECTIVES.

4B.1 An admission, registration, and records service which is designed to fit the purposes of the institution and the clientele served, and which protects the privacy of student confidential records in compliance with the law.

#### **DESCRIPTION**

In Summer 1983, Santa Barbara City College implemented an on-line student records system acquired from Santa Rosa Junior College. This system incorporates registration, program changes, and immediate access to records information, in addition to instructional support features.

Registration is done in the College Campus Center. Continuing students are sent registration appointment cards based on the number of units completed. New and returning students are given appointment cards when they turn in an application. Disabled and EOPS students who have completed less than 30 units are given first priority registration times. Fees are collected at registration. Fines may also be paid at that time. Students may not register if they have an obligation to the college. Summer registration is carried out in the Admissions Office. Students must pick up registration appointment cards prior to registration. For samples of application and registration materials, see Ref. 4, 4B.1

In Spring 1983, the Admissions Office was renovated in order to better house student records. Folders containing student applications, counselor evaluations, and other items, in addition to permanent record cards, are kept in the newly-built fireproof safe. Instructor records are maintained one year in the Admissions and Records Office and then microfilmed. The microfilms are stored in the vault in the Cashier's Office. All other records are kept in a storage area in the Administration Building.

Student records are not accessible, except by authorized college personnel, without the explicit written consent of the student. One exception to this is information requested through subpoena or a bank in which the individual has taken out a student loan. In all cases, the college adheres to the Family Rights and Privacy Act.

#### **APPRAISAL**

The introduction of the new computer capability has resulted in many positive changes in Admission Office procedures. As a result, we have seen more efficient and effective services for students, and staff assignments

have been more productive and meaningful.

However, with the new system, many functions previously done by Data Processing were taken over by the Admissions Office staff. These include the direct entry of all student information, changes in student data; program change information, and credit/no credit designation. In addition, several features of the records system are not fully utilized at this time. These include the history module, which maintains on-line academic history information, and the ability to produce transcripts on-line.

Registration has also changed. Although the process has become better in terms of accuracy, the college has had to move to a longer enrollment period. For the first time, registration for Summer Session 1984, was held in the Admissions Office. This provided for a smoother registration than the arena registration in the Campus Center as all necessary information was readily available to allow questions and problems to be resolved immediately. The only drawback to the process was the problem of late applications, which were submitted and processed in the same area.

Beginning in Fall 1983, in an effort to assist the college in its recruitment efforts, schedules and applications were delivered to community locations. That same semester, semi-annual breakfast/lunch informational meetings for high school counselors were implemented. In these meetings, individuals from area high schools were introduced to new programs at the college and taken on short visitations of various programs.

The present application procedure, although easy for students, requires too much staff time for the processing of applications during critical periods. In addition, the College needs to find ways to allow returning students who have been out of school for only one semester to reapply without submitting an application.

#### PLAN

The Admissions Office has requested, through the College's Data Processing Committee, assistance in updating the history file so it may be used in implementing the on-line transcribing function. When these have been completed, student permanent records will be microfilmed and the cards placed in storage.

After each registration, the process is evaluated and changes implemented to improve the next registration. In Spring 1985, a committee was formed to evaluate alternative ways to register students and make recommendations for the 1985-86 academic year. It is expected that mail-in registration for a select student group will be implemented in the near future.

The application procedure, in a joint effort with Santa Rosa Junior College, will be modified to allow a shorter processing time. The modifications should be completed by August, 1985. The major change basically will consist of the requirement that students enter much of the coding rather than Admissions' personnel looking up this information. When this is completed, the personnel in the Admissions Office will have only two items which they must do:

- (1) Check applicants for residency.
- (2) Write in scholastic information.

A microcomputer database management system is being researched as a future system of distributing and collecting rosters for:

- (1) "No shows."
- (2) Second census.
- (3) Positive attendance.
- (4) Final grade entry.

Whether or not this system will be implemented at Santa Barbara City College will be known during Fall Semester 1985.

An in-service training program is planned for the Admissions Office staff, to begin in Spring, 1985. Areas with particular focus will be:

- (1) Dealing with special groups.
- (2) Dealing with conflict.
- (3) Coping with stress.
- (4) Communication skills.
- (5) Concepts of "wellness."

Extensive data processing changes being developed in conjunction with the College's Matriculation Program will also affect the admissions and registration procedures, e.g., the proposed system of blocking access to courses until prerequisites are fulfilled or skill levels attained. See Ref. 4, 4A.12 for a full description of plans for implementation of matriculation objectives.

4B.2 Policies on acceptance of credit which relate to the institution's educational programs.

## DESCRIPTION

In most instances, the professional counselors make judgments about the acceptability of courses completed at other colleges for credit at SBCC. These determinations are based upon institutional accreditation, official transcripts, and information contained in the catalog. Occasionally catalog information is insufficient, and it is necessary to obtain and review an official course outline from the institution where the course work was completed. Courses completed at accredited institutions at the very least are awarded elective credit. Such courses are applied to specific SBCC majors, general education, and local associate degree graduation requirements when they are determined to be equivalent to SBCC courses applying to these requirements. Ordinarily these decisions are relatively

routine, and the counselors are able to make them. When uncertain, however, the counselors confer with appropriate faculty. Frequently, for example, faculty in vocational/occupational departments are consulted, because it is difficult for counselors to determine whether the technical content of vocational courses from other colleges is equivalent to that contained in SBCC courses.

As noted earlier, SBCC limits the acceptance of course work from other colleges to work completed at accredited institutions. Students who have attended non-accredited institutions, however, may demonstrate by examination that they have mastered the content of specific SBCC courses. Examinations are developed, administered, and graded by each instructional department, and an entry is made in the transcript to formally award credit to those students who are successful.

### **APPRAISAL**

The procedures used to evaluate credit transfers from other institutions is believed to provide adequate assurance that credit is given only for courses meeting SBCC standards.

### **PLAN**

There is no plan for any change in the area of transfer credit evaluation.

4B.3 An organized student orientation program.

### **DESCRIPTION**

Orientation at Santa Barbara City College occurs both before and after classes begin each semester. All first-time college students enrolling at the College are scheduled for a group orientation and advisement session prior to registration for the Fall and Spring semesters. The orientation sessions are organized by academic major so that the content of the advisement sessions that follow can be specific to the students' academic interests. Counselors lead the orientation sessions, occasionally with assistance from faculty, and the content includes an overview of academic programs, student support services, student activities, registration information, and a summary of critical college policies. An audio-slide presentation and overhead projections are used to ensure consistency of content among the orientation groups and to provide for quality control. The audio-slide presentation and other materials are available for review during campus visitations. Team members wishing to view the presentation should contact Mr. Dwight Anderson, Counseling Department.

In addition, certain students who are planning to enroll in special programs attend special orientation sessions specific to these programs. Among the programs providing special orientation sessions are: Associate Degree Nursing; Vocational Nursing; EOPS; Foreign Students; Adult Re-entry; and Disabled Students Services.

Orientation activities that occur after registration include a half-day orientation program organized by the Student Activities office. Students who choose to attend meet in small groups of 10-15 with faculty and/or staff members and have an opportunity for informal exchange with staff and other students. Provisions are also made for a tour of the campus. After classes begin, the Personal Development orientation classes are offered for re-entry adults, disabled students, foreign students, and EOPS students.

## APPRAISAL

The audio-slide presentation that provides the major content of orientation for first-time college students has been reviewed by the steering committee, the matriculation committee and the counseling staff after each registration cycle. It is presently in its third revision. Staff have evaluated it as very good, and revisions have been relatively minor.

While all first-time college students are assigned to an orientation group, only about 40% of the students attend. There has been no formal evaluation of the orientation, but staff who observe the registration process typically have no difficulty identifying students who fail to attend orientation due to the difficulty they have negotiating the registration process. The College's matriculation committee has given consideration to making orientation mandatory, but computer capability to enforce mandatory attendance at orientation is still under development.

As earlier noted, the orientation sessions are organized by academic major. In addition to being a vehicle for presenting information specific to academic disciplines, this arrangement provides an excellent opportunity for faculty involvement in the process. Faculty have been invited to participate, but their involvement has been sporadic largely due to their unavailability during registration.

In terms of scheduling, the orientation sessions are arranged just prior to the new students registration appointment times. It is felt that this arrangement facilitates student attendance. To further maximize attendance, high-demand majors have more than one session scheduled to allow for alternative scheduling. Late applicants who apply after their academic major groups have met, are assigned to an "All Majors" group.

Special orientation sessions for EOPS, adult re-entry, Disabled Students Services, and foreign students are intended to supplement the general orientation sessions. Students are encouraged to attend both. Staff who present these various orientation programs need to confer to assure that the sessions do in fact complement each other and minimize undesirable duplication.

The Student Activities-sponsored orientation has been well received by students and staff. Each group appears to appreciate the informal exchange. Attempts have been made during these sessions to group students with staff representing areas of their interest.

The nine-week Personal Development orientation classes have worked well for disabled students services and provided program staff with a vital link to students when it is most needed--during the first half of the semester. The

classes also appear to work reasonably well for re-entry adults, although enrollments are, at times, small. Orientation classes for foreign students and EOPS have not worked out satisfactorily. These students have resisted enrollment in orientation classes. Consequently, the classes were dropped for a period, but may be resumed in Fall 1985.

## PLAN

While we are generally quite pleased with the range and quality of orientation, plans for the future include efforts to formally evaluate the effectiveness of the various orientation sessions. As noted in the appraisal section, existing evaluation is limited to staff observations and intuition. Additionally, as noted, all of the various orientation programs need to be reviewed in their entirety for duplication since a significant number of students participate in more than one orientation program. Data Processing development during 1985-86, which is specifically directed at matriculation needs, will make it possible to mandate orientation for all incoming students.

4B.4 Academic, career, and personal counseling services appropriate to institutional purposes and the students served.

## DESCRIPTION

The primary providers of academic and career counseling services are the tenured professional counselors, and two F.T.E. hourly counselors with supportive assistance from four full-time classified staff. The staff is distributed across several program areas including the Counseling Center, the Career Center, and the Placement Office.

In addition to providing academic evaluation and advisement, Counseling Center staff are responsible for the SBCC-UCSB Transition Program, the Advanced High School Student Program, foreign student admissions and advisement, New Directions (an adult re-entry program), a gender equity program, and a walk-up counseling service in the Campus Center.

Counselors assigned to the Career Center provide a career testing service and a variety of structured activities that assist students in making career decisions. Among these activities are on-campus career seminars featuring videotaped panel presentations by professionals in various careers, workshops focusing on job preparation skills such as resume writing and interviewing skills, and a Job Faire that brings area employers on campus. Videotapes of career seminars and samples of materials used in career counseling are available for review by on-site visitors. Team members wishing to view these materials may contact Ms. Margo Handlesman, Career Center.

In addition to the counselors in the Counseling Department, special programs such as EOPS and Disabled Students Services (DSS) have counselors as a part of their staffs. The Disabled Students Services counseling staff compile a file for each disabled student. Preliminary and continuing academic/educational counseling is provided by the DSS Coordinator and

Career Education Specialist. Disabled students are also referred to the Counseling Center for specific academic advisement according to individual student plans. The DSS Center maintains close referral communication with the Career Center and the Department of Rehabilitation. Vocational Education Act (VEA) and Handicapped Students Program Services (HSPS) funds are used to employ a career specialist and job developer (60% time) for disabled students. An internship program for part-time employment for disabled students is operative, and a class oriented toward careers for the disabled is offered. In Fall 1984, Disabled Students Services initiated a modest peer counseling program.

In Fall 1984, EOPS employed a counselor (60% time) who is responsible for the coordination of EOPS counseling services with the College's counseling department. While this position is funded by EOPS and the staff member is limited to working with EOPS students, in all other respects she operates as a part of the counseling staff. Additionally, EOPS employs three special program assistants and 24 peer advisers who monitor EOPS students' performance in classes and maintain regular and frequent advisory contact.

In all of the counseling programs described, courses are offered in study skills and career planning as an integral part of counseling services.

Personal and mental health counseling needs of students are provided by a part-time mental health counselor who is employed 21 hours per week. Although funded by Health Services, the mental health counselor is located in an office in the Counseling Center. The mental health counselor has an extensive background as a therapist in community mental health programs. Typically, she provides services through individual counseling sessions, and she does some small group counseling with select groups of students. Furthermore, she acts as a consultant to faculty and staff in working with individual students and assisting in developing procedures for handling sensitive issues.

The following information describes a brief review of the programs which are coordinated via the Counseling Center:

a. Campus Center Walk-ups:

Beginning in the Fall of 1982, the counselors established a daily walk-up in the Campus Center on a daily basis from 11:30 a.m. to 1:00 p.m. This activity reflects increased efforts by counselors to take their services to the students. During Fall 1984, this activity generated 719 student contacts and during Spring 1985, there were 819 student contacts.

This represents a decline from previous years. In Fall 1982, the average number of daily student contacts was 28 while there were 31 for Fall 1983, and for Fall 1984 the 719 contacts represents an average of 20 daily student contacts. Although there is concern for this decline, it is felt that the service still represents an efficient and effective use of counselor time.

b. The UCSB-SBCC Transition Program is a unique program in the State that has a goal of increasing the number of students transferring from SBCC to UCSB. The program particularly seeks to work with low-income and

minority students who are under-represented in the current student populations at UCSB. Based upon indications made by students when they apply to SBCC, there are 2,300 who plan to transfer specifically to UCSB. This group, then, is the target population for the Transition Program.

- c. The Advanced Student Program is coordinated primarily by one counselor. As part of his responsibilities, he visits each local high school at least once per semester to meet with appropriate high school staff and prospective student applicants. Furthermore, high school counselors contact him frequently regarding eligibility for individual students. Enrollments in this program have increased dramatically in the last three years. For example, there were only 28 high school students enrolled during Fall 1981, followed by an increase to 98 during Fall 1982. More recently, there were 153 enrollees for Fall 1983, 196 for Spring 1984, and 137 for Fall 1984. This dramatic increase appears to be due to an innovative effort by the Instruction Office to offer SBCC courses on local high school campuses.

In addition to increased participation by high school students in the Advanced Students' Program, the academic performance of these students has also improved. While the students' academic performance varies from term to term, there is a clear trend in the direction of higher grade point averages. In four of the last six terms from 1979-80, through Summer 1984, the students' collective grade point average has exceeded 3.0, while in the preceding nine terms the collective grade point average exceeded 3.0 in only one term.

- d. Foreign Student Program:

The counselor who is primarily responsible for the foreign student program is considered the foreign students' admission officer. He determines foreign students' eligibility to the College and community. In recent years foreign student enrollments have been depressed. Only 67 foreign students enrolled for Fall 1982 compared with a high of 113 in Fall 1978. This decrease is consistent with the experiences of other community colleges and appears largely due to a decline in Iranian student enrollments from 33 in 1980 to 5 in 1982-83. More recently it appears that SBCC is on the verge of increased foreign student enrollments. While 60 foreign students enrolled for Fall 1983 and 61 enrolled for Spring 1984, there was a substantial increase to 89 during Fall 1984 and 72 for Spring 1985. Effective Fall 1984, the College implemented the English Language Studies Program, a program to enroll non-English speaking students. Upon completion of ESL courses and development of appropriate English language skills, selected students may proceed to the regular college curriculum.

- e. The College Readiness (Matriculation) Program:

This program represents the newest major direction in the Counseling Department.

Among the specific activities undertaken as a part of the Readiness



Program since Spring 1983 are the following:

- .. Effective Spring 1983, the counselors assisted in administering the assessment instruments in English, reading, and mathematics at local high schools each semester.
- .. The Counseling Office was involved in communicating test scores and their significance to students. While there is no way to document the number of students who visited the office regarding information about testing and test results, the number is large.
- .. In accordance with the Education Code, the Readiness Program recommended mandatory advisement for all students on either academic or progress probation, or on disqualification. At the end of the Spring semester 1983, 1,261 students were on probation or disqualification status. Due to this large number, limited staff, and the fact that these students had to be seen prior to Fall registration, we limited mandatory advisement only to those on disqualification who petitioned for readmission for Fall 1983 and Fall 1984. Counselors had appointments with 167 students who successfully petitioned for readmission. In the future, if the mandates of the education code are to be met, we will need additional counseling staff, particularly during the time just prior to registration each semester.
- .. The Education Code also specifies that first-time students with less than a 2.0 g.p.a. from high school must receive counseling. Since the Readiness Program is concerned with identifying and assisting students who have a high potential for academic difficulty, it also endorses mandatory advisement for these students. There are two major problems with implementation at this point, however. One is with identifying these students, and the other is with having sufficient counselor time at critical periods immediately prior to registration each semester.

f. Career Center and Placement Office

The principle purpose of the Career Center is to assist students in the formulation of career goals and identification of an academic major. Since approximately 60% of new students are general studies or undeclared majors, the Career Center addresses a major need of students.

During 1982-83, 5,529 students and community residents used the Career Center. This represents a 5% increase over 1981-82. The Career Center has had a particularly dramatic increase in contacts from 2,796 during Fall 1982 to 4,410 during Fall 1983. We are uncertain why this dramatic increase has occurred, but a major reason appears to be the addition of Career Center information on the College application.

The Placement Office assists students and employers with placement of students in temporary jobs while attending the College. As a part of

this function, the Placement Office interviews and screens students for off-campus job order requests to insure that students who are referred reflect well on the College. Additionally, the Placement Office initiates contacts with local businesses to promote job orders for SBCC students. During the 1982-83 academic year, approximately 900 students registered with the Placement Office and approximately 325 were hired. This 33% placement level is essentially the same as in 1981-82, and the same placement level has persisted through 1983-84.

## APPRAISAL

In recent times the Counseling Department has increased efforts to record and assess both the level of counselors' contacts with students and the quality of services provided. There are a number of methodological problems related to collection of reliable data, but existing procedures represent the department's best efforts in addressing difficult problems associated with evaluation of student service programs.

The 1984-85 data reflecting counselors' student office contacts is available for each month except March and June 1985. Despite the exclusion of these two months, the counselors report 13,416 student office contacts, an increase of approximately 5% from 1983-84. Student office contact data have been collected since 1975-76, and a review of the data indicates that from 1975-76 to the present, 1976-77 is the only year during which more student contacts were recorded. If March and June data were included, 1984-85 contacts would easily exceed the 14,135 recorded in 1975-76. This is quite impressive when one considers that there are approximately 2.6 FTE fewer counselor positions, and enrollment of full-time students with transfer as an objective has decreased. (These students appear to be the population most likely to seek counseling services.)

A comparison of 1984-85 data with data from previous years indicates a significant increase in the percentage of contacts that occur on a walk-in basis. This is the first year during which scheduled appointments represent fewer than 50% of student office contacts, suggesting an increased availability of counselors to students.

Each counselor has also documented time expended in other counseling related activities. This documentation provides a more complete picture of the counseling function, and it is available for review.

The methodological problems associated with collection of student office contact data limit the ability to compare annual contact data and provide a basis to question the credibility of the data. For example, since 1983-84, counselors have included substantive telephone communications in their student office contact data. Inclusion of these contacts might help explain the reported increase. Furthermore, since each counselor records his/her own student contacts, it is possible that significant changes in the data reflect fluctuations in the diligence with which counselors record their contacts.

The aforementioned problems possibly inflate counselor-reported office contacts, but other factors are operative which restrict the counselors' availability for individual office contacts. Perhaps these factors offset those that may have an inflationary effect. Among factors restricting

counselor availability for office contacts is an increased allocation of time to career counseling services to accommodate escalating student demand. Career counseling appointments require an hour rather than the half-hour allocated for other types of student appointments so that an increased focus on this service reduces the number of office contacts possible.

Another major factor is the growing trend to assign counselors responsibility for program development and management. While this trend represents a very positive direction for counseling services, programs such as the SBCC-UCSB Transition Program, gender equity, adult re-entry, an expanded high school relations program, the Career Center, and Campus Center walk-up counseling are all managed by counselors. Management responsibilities associated with these efforts reduce counselor time available for individual appointments. Additionally, many of the counselors participate in activities associated with these programs and have less time for individual contacts.

As a means of assessing the quality of counseling services, periodically students are asked anonymously to complete a questionnaire. Clerical staff distribute the questionnaire to students immediately following their counseling appointments. Over 90% of the respondents have rated the counselor as "excellent" or "above average," and counselors have typically been described as "considerate," "good listener," "helpful," "interested in me," and "knowledgeable." Since these outcomes conflict with popular student and staff perceptions of counseling services, departmental procedures for collecting qualitative evaluative data need to be reviewed.

## PLAN

A relatively new direction for counseling services that represents a major direction for the future is increased involvement of faculty in the advisement process. Currently, a plan is underway to accomplish this. As a major part of this effort, faculty in the academic departments and the counselors are working out a coordinated advisement effort that takes into account the strengths that each potentially brings to the advisement process. The counselors have contacted the departmental adviser(s) for each academic department and developed a joint advisement plan.

Another major planning effort is identifying and working with the large number of undeclared majors to assist them in establishing educational and career objectives. Presently, Career Center staff have been asked to make this task a major effort.

A third major area for planning is increased articulation with area high schools. SBCC has already initiated major efforts to accomplish this. A half-time counselor has been hired to coordinate the development of an intensive high school relations program. She has developed a monthly newsletter for distribution at local high schools, begun to articulate with the high schools annual guidance plan, facilitated a vocational education faire being offered on high school campuses, and a counselor is stationed at each high school at least one hour each week.

Lastly, some elements of the College Matriculation Plan will need to be implemented. The College still plans to implement a computer-based "Early

Warning System" to identify students having difficulty in classes.

EOPS plans to develop a more comprehensive counseling component in view of recent state mandates which emphasize recruitment, assessment, and transfer.

The mental health counselor is challenged to expand her impact upon the College by providing more in-service training to college staff and doing more small group counseling.

4B.5 Provision for the needs of special groups such as ethnic and religious minorities, physically disabled, international students, older students returning to education, and others requiring unique services.

#### DESCRIPTION

The community of Santa Barbara is very diverse in its makeup. The College responds by providing a wide variety of unique support services to meet the needs of this community. Programs such as Extended Opportunity Programs and Services (EOPS) seek to actively recruit, retain and assist low-income persons in achievement of their post-secondary educational objectives. Major components of EOPS provide for single-parent heads of households through Cooperative Agencies Resources for Education (CARE); ex-offenders; a summer college readiness program for new students; recruitment of ethnic minorities through the Cal-SOAP Consortium project; transition of students to four-year colleges or post-college employment.

Since its inception in 1970, the EOPS program at SBCC has seen its state funding increase from \$20,000 to the current level of \$275,107. (Ref. 4, 4B.6.) As new programs developd within EOPS, staff personnel increased. Currently, the staff consists of the following:

EOPS Specialist

Program Advisers

Academic Adviser

Peer Adviser Instructor

24 Peer Advisers

All services provided by EOPS have been designed to meet the diverse needs of our local community. CARE; Cal-SOAP; student employee internships; newsletters; special graduation ceremonies (in addition to the formal college ceremony); monthly cultural events; and transitional programs are among the many accomplishments/activities that take place and are featured by the EOPS program.

Two unique programs exist to aid international students. The Foreign Students' Program regularly assists the College in the admission, orientation, and counseling of these students. Closely related to this program is our English as a Second Language (ESL) program which provides thirty-six (36) credit classes, not only to U.S. citizens, but also to refugees and other non-U.S. citizens who wish to learn and improve their

English language skills.

The College has also adopted and continually enhanced its program for physically, communicatively, and learning-disabled students. Examples of offerings and activities include special courses for disabled students, tutors for the blind, deaf, and others; mobility aides throughout the campus; interpreters for the deaf; equipment purchases which serve to enhance the learning of most types of learning disabilities. Of equal importance has been the addition of in-service education, regarding disabilities, for the faculty and staff on campus.

In fact, this program has grown so much in stature within the last 3-4 years that the program and the students themselves have begun to make the public aware not only of opportunities at SBCC, but also of events hosted by the students themselves--such as a river-rafting excursion in Summer 1984, preceded by a meeting with state legislators in Sacramento.

College faculty have begun to use, in increasing amounts, the services of Disabled Students Services (DSS) for individual students in their classes who have learning difficulties. Faculty from Disabled Students Services have been increasingly utilized for presentations at local, regional, state, and national conferences. This indicates that activities in this area are innovative and of importance to others throughout the country.

The Re-entry Program has grown to include many activities such as "Discovery Day" sessions for potential re-entry students; course instruction in personal development; and ongoing individual counseling. Ref. 4, 4B.4 shows demographic data on re-entry students. These students are enrolled in a variety of majors.

Student veterans are assigned to a specific counselor. This provides appropriate advice regarding eligibility for V.A. benefits, future careers, educational requirements for pursuing V.A. benefits, and V.A. regulations regarding standards of progress.

Demographic data regarding veteran students will be found in Ref. 4, 4B.5.

Several other programs which have developed since the last accreditation visit are:

1. Advanced Student Program
2. SBCC/UCSB Transition Program
3. Minority Transition Program
4. Cal-SOAP Consortium Project

These are described in detail under Standard 4B.4.

## **APPRAISAL**

Recent changes in Immigration and Naturalization Services rules and guidelines have necessitated an increase in the amount of time needed to

process forms for foreign students. Minimal clerical staffing is available to provide adequate service to foreign students. Unless further support is supplied, assistance for foreign students will deteriorate. While the College has an educational commitment to foreign students, it is faced with financial cut-backs which deter it from providing optimal assistance to this group of students.

The "transition programs" have been successful. (Ref. 4, 4B.6.) It is believed that the increased communication between SBCC, local high schools, and UCSB has been the major force behind the successes of the Advanced Student Program and the Transition Program.

The SBCC/UCSB Minority Transition Program was funded by a grant from the Chancellor's Office. This provided for a certain amount of student counseling, advisement, course planning, and orientation; however, adequate staffing has been a major problem.

### PLAN

The Disabled Students Program ( 314 students) is committed to the continued "mainstreaming" of disabled students; counseling of disabled students; and increasing faculty awareness of how to assist disabled students. Furthermore, this program will continue with its increasing assistance of support services including tram and parking arrangements, instructional courses, preferred registration, and computer equipment/assistance for student use.

The Adult Re-entry Program at SBCC will continue to seek new avenues to inform, orient, and counsel returning adults through such activities as "Discovery Day," and/or through Personal Development classes. Emphasis will continue to be placed on helping students in their development of college survival skills such as time management, assertiveness training, and study skills.

The Veterans Program, like the Foreign Students Program, continues to offer a full array of services, despite decreased enrollment and funding. Monitoring of unit/program changes and satisfactory academic progress will be an ongoing feature of the program.

Plans for the Foreign Student Program include the creation of a faculty advisory committee; re-activation of the Personal Development course for foreign students; and closer coordination of services with the ESL program (which has already begun). Additional clerical staff is needed in this area; however, the fiscal crisis has impeded this improvement. The ESL program has already begun to coordinate plans with the Foreign Student Program in the job placement realm.

Disabled Students Services will expand its career education component in 1985. This Service also plans to begin activities which will improve articulation with disability programs at local high schools and four-year colleges. Development and improvement of its computer data system for staff and student use are also planned for the 1985-86 college year.

4B.6 Policies on student government, student publications, and the role of students in institutional governance.

**DESCRIPTION**

A. STUDENT GOVERNMENT

The Associated Students of Santa Barbara City College (ASSBCC) and the clubs represented on the Inter-Club Council (ICC) provides 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 who serve on the Students' Executive Board and the Senate must be concurrently enrolled in a class in leadership and organizational planning. These classes in Personal Leadership require three units of satisfactory course work (Executive Board), and two units for regular Senate members.

B. STUDENT PUBLICATIONS

1. The "CHANNELS" Newspaper

The Channels is published every Friday except during examinations and holidays, by the Journalism students at Santa Barbara City College. There are two main purposes of The Channels. One is to provide the Journalism students with a practical experience, including the responsibilities, of publishing a weekly newspaper and providing them with a foundation in the pursuit of excellence that will stay with them the rest of their lives. The other purpose is to report the news of the community which the newspaper serves, i.e., the campus and the city itself as it pertains to student interests. This also includes national and international events that pertain to students as it encourages the free flow of ideas. (Ref. 4, 4B.7.)

2. "CONCEPT" Publication

Since the last accreditation visit Concept has become a three-unit sophomore course in Magazine Editing and Production, English 33. Prior to this time, the faculty adviser enlisted the interest and aid of willing students who worked on their own time and often without appropriate credit for the work. The editors were sometimes credited with Independent Studies in English. Concept was considered an extracurricular activity and no teacher load credit was awarded the adviser.

The class is scheduled to meet in the Spring Semester for three hours per week, but many extra hours are required to achieve the

award-winning publication that Concept has become. Editorial decision making, editing and proofreading manuscripts for grammar, punctuation, spelling, or form; page layout; typographical design selection; paper stock selection; and cost factors are considered. A complete camera-ready paste up is prepared for the printer, the book is collated by students, the silkscreen original or etching is inserted at that time, and student volunteers are allowed to assist the commercial printer in negative opaueing and binding. The project is completely student-produced and is sold by students.

The editorial functions enable the student to refine his/her critical abilities, develop decision-making skills and clarify and apply value judgments in a real situation. The design function contributes to his/her aesthetic sophistication, and the production functions require follow-through and attention to detail as well as leadership qualities and personal responsibility.

### 3. BROCHURES

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.

## C. ROLE OF STUDENTS IN INSTITUTIONAL GOVERNANCE

All members of the Student Senate are encouraged to serve on at least one of the College's committees comprised of members from administration, faculty, staff and students. Students on these committees have voting power. Students currently have representatives on the following college committees: Scholastic Standards, Matriculation, Financial Aids, Parking and Safety, Affirmative Action, Athletics, Health Services, Facilities Planning, Student Services, and Bookstore.

Non-Senate members are also invited to participate on college committees, such as the EOPS Advisory Committee. Students have also been invited to participate on the Library, Arts and Lectures, Instructional Media, Curriculum Advisory and other committees.

The non-voting student representative to the Board of Trustees and the president of ASSBCC regularly attend all Board meetings. They are regularly placed on the Board of Trustees' Agenda, and usually present reports on important issues and concerns. Some examples of their influence on Board actions have been their plans and eventual implementation of bike paths throughout the campus; the installation of video games in the Campus Center; and a student lounge in the Campus Center. Most recently the students have purchased two typewriters for free student use in the library, as well as a coin-operated machine for student use.



## APPRAISAL

### A. STUDENT GOVERNMENT

The ASSBCC satisfies the requirements of the ASSBCC Charter adopted by the SBCC Board of Trustees on September 23, 1976, which bestows the privileges, duties and responsibilities of student government. The legislative branch (24 senators maximum) and the executive branch (A.S. President, Vice President, non-voting student member of Board of Trustees, and Treasurer) meet bi-weekly. The Associated Students have continued to sponsor noontime entertainment, political candidate forums, voter registration, guest speaker lectures, blood drives, and social events. Most recently the Associated Students purchased anti-litter signs for the campus and outside wooden furniture as one of its goals relating to campus appearance.

The Inter-Club Council meets monthly to communicate and coordinate club programs and to learn about campus needs. The effectiveness of this Council, each year, is directly related to interest of students in forming particular interest clubs with formulated objectives and goals, and the effectiveness of the club adviser (faculty member chosen by students).

### B. STUDENT PUBLICATIONS (The "Channels" Newspaper)

The "Channels" won the National Pacemaker Award for 1980-81, and again for 1983-84 in judging by the Associated Collegiate Press at the university of Minnesota and the American Newspaper Publishers Association. The National Pacemaker is called the Pulitzer Prize of collegiate journalism.

The "Channels" was awarded the Pacific Regional Pacemaker for 1982-83, and in 1983-84. Again the judging was done by the Associated Collegiate Press and the American Newspaper Publishers Association. This means The Channels was judged as the best single community college newspaper in the State of California and the six other Pacific Regional states-- Alaska, Arizona, Hawaii, Nevada, Oregon and Washington.

Seven times The Channels has been judged the best community college newspaper in California in the 4,000 and under circulation category. This competition is sponsored by the California Newspaper Publishers Association; The Channels won in 1972, 1973, 1974, 1979, 1980, 1982, and 1983. In 1968, The Channels was second.

For 34 consecutive semesters The Channels has won an All American rating from the Associated Collegiate Press at the University of Minnesota. All told, The Channels has won 35 All American awards. It has won a Five Star All American the last 11 semesters, starting in the Spring of 1979 and continuing through the Spring of 1984. It has won 20 Five Star ratings in the last 26 semesters. The Channels has also received the Medalist Honor Rating from the Columbia Scholastic Press Association for the last 14 years. Because of the performance of The Channels staff members, the adviser, Ray Canton, has twice been honored

as the Outstanding Journalism Educator in the State of California, by the California Newspaper Publishers--the only person to have been twice-honored in this way. There are many other awards, but these are the major ones in the commitment to excellence. The greatest award of all is that the students receive the fundamentals and work and study habits that carry them to success after graduation.

C. "CONCEPT" MAGAZINE

Concept has won sixteen consecutive All American ratings from the Associated Collegiate Press, University of Minnesota. In addition, Concept has won the prestigious Medalist rating by Columbia University, New York, since 1977.

Medalist and All American are granted for "special consideration" to those publications selected from first place ratings. They are based on intangible qualities that become evident to the judges and which could be characterized as the "personality" of the entry. No more than 7 - 10 percent of the first place winners in the nationwide competition, (open to two- and four-year colleges) receive Medalist and All American distinction yearly.

In addition, Associated Collegiate Press, in cooperation with the American Society of Magazine Editors (ASME), named Concept the winner of the nationally coveted Pacemaker award in 1983. Although the judges placed emphasis on magazine design, they also stressed writing excellence in their critiques. This was the first year ASME co-sponsored the new Pacemaker contest for magazines. The Pacemaker was presented as the "Pulitzer Prize" of college journalism in Louisville, Kentucky, October 27, 1984.

Much of Concept's success is due to the quality of entries in the annual "Creative Arts Contest" which occurs each Fall. The contest encourages submittal of original fiction, poetry, art, and photography. Much of the success, however, must be attributed to the faculty adviser for this project. Increased assistance is needed in handling the contest itself, improved assistance with graphic production, and/or a production assistant. It is not realistic, according to the adviser, to expect students to edit and produce the magazine--and also raise money for the production.

Primary problems in keeping this project going also include space for paste-up sessions and meetings, working tables, typewriter, and increased cooperation and assistance by Graphics Department in coordination of class and usage schedules.

3. BROCHURES

The brochures are periodically revised and updated. They are distributed at registration, Student Services offices, special events and in the community. The brochures appear to be adequate for student needs.

## E. ROLE OF STUDENTS IN INSTITUTIONAL GOVERNANCE

Voter turnout at student elections has been perennially disappointing, but there has been increased turnout in Spring 1984 and Fall 1985.

The Student Senate this year requested the Board of Trustees to permit the non-voting Student Board Representatives to make and second motions. The request was not approved.

### PLAN

Student government will be assisted by a temporary Student Activities coordinator for 1985-86. The individual will be encouraged to continue the established program and to assist the students with some innovative projects.

The students need additional preparation as they are assigned to college-wide committees. They need to become better acquainted with the system and to understand the importance of their participation in the process. The Student Activities coordinator will monitor the students' attendance and encourage regular reports to the Student Senate.

The student representative to the Board of Trustees has been an active participant in Board meetings and in the Board sub-committee meetings. Although the student does not vote as a Board member, that has not inhibited participation.

The Channels newspaper and Concept magazine will continue in their established pattern since they have been so successful in the past.

All student publications need to be reviewed and revised annually. The Student Handbook could be combined with the Student Counseling Guide in order to have a more complete and comprehensive publication.

4B.7 A Student Activities program, appropriate to the student body and residential character of the campus, that contributes to cultural and intellectual development and citizenship.

The Student Activities program is discussed throughout other sections of Standard 4., and, in particular, 4A, 4B.3, 4B.6, 4B.8, 4B.10, and 4B.11.

4B.8 Special services in financial aids, job placement, housing assistance, and other functions to serve institutional purposes and student needs.

### DESCRIPTION

The need to provide support services for students is an essential part of

the overall mission and function of SBCC. The effectiveness of these support services is measured by the quality of contributions toward a student's achievement of his/her educational goals. The College consistently seeks new approaches to meeting the diverse needs of not only our student population, but the Santa Barbara community as well.

In meeting the challenge of providing a network of special services to students, the SBCC Student Services Division operates a Financial Aid Office which seeks to provide grants, loans and student employment opportunities for financially needy students.

The Campus Bookstore attempts to provide students and staff with the best possible selection of goods and services at the lowest possible prices.

The Career Center provides resources and activities for students who wish to explore career opportunities by furnishing video tapes; personal assessment through individual counseling; job search workshops and career planning classes. The Job Placement Office, working in conjunction with the Career Center, assists currently enrolled students and alumni in securing part-time and full-time employment.

As a service to those students living away from home, the Student Activities Office maintains updated bulletin boards which list available living facilities (rooms, apartments, etc.) in the community. Another service provided by the Student Activities Office is that of Lost and Found, where lost items are turned in and maintained until the rightful owner provides identification to claim the article.

SBCC's Children's Center has been designed to provide and operate a day care center for student parents who meet specific qualification requirements. This program (for children ages 2-5) attempts to serve low-income, AFDC or Protective Service referral families and other parents who are enrolled at SBCC. The center also serves as a laboratory training site for students enrolled in the college's Early Childhood Education Department. The Children's Center is funded by the State of California for Fall, Spring and Summer Session at the rate of \$17.25 per child per day--or \$3,000 per year.

The health and welfare of students enrolled at Santa Barbara City College always has been of utmost importance to College administrators and the Board of Trustees. In serving the needs of students, a Student Health Service is directed by a certificated registered nurse practitioner. The Health Center functions basically as a limited out-patient clinic, provides limited diagnosis, treatment and referral, and provides first-aid treatment for accidents and injuries. Health promotion and prevention educational programs are coordinated and sponsored through the Health Center, as well as a well-defined referral service for students suffering from acute and chronic mental health problems. A physician is employed on a part-time basis. A mental health counselor serves as an adjunct to the program because of the increasingly-prevalent emotional problems of students.

The primary goal, of the Security Office is the establishment of activities which will make the campus secure for students and staff at all times. The Campus Security/Safety Director also coordinates the department's efforts with other campus departments in order to minimize the number of crimes committed on campus.

## APPRAISAL

SBCC is committed to the belief that student performance is directly related to the crucial support of student services. The Financial Aid staff provides financial counseling, workshops, high school visitations, and informational materials to students. During the 1983-84 college year, over 1,100 students were assisted with \$2.3 million dollars from federal, state, and private funds. The purchase of computer hardware and software for this department during 1983-84 has increased the capabilities of this office. Data Processing needs were coordinated with the Central Coast Computing Authority.

The Campus Bookstore appears to be adequate to meet the needs of students. The store grossed \$1.2 million dollars with a 6% profit during 1983-84.

Since SBCC is not a dormitory campus, housing for students is an increasing problem in Santa Barbara. Rents are high due to the limited supply of new housing. The College, however, has a call-in line for available rentals, and the Student Activities Office maintains a bulletin board with available rentals for students. It is not anticipated that this situation will change in the near future. This could have a significant effect on enrollment, since it appears that significant numbers of students come from elsewhere to attend SBCC.

The Lost and Found service for students appears to be adequate at the present time.

The Career Center has increasingly become a source for student assistance. During the 1983-84 college year, over 7,000 students took advantage of the assistance provided. The weaknesses in this area have been serving evening students and the community at large. This is being remedied somewhat with particular programs in this direction.

The need for student employees within the community has shown a significant increase as reflected by the Job Placement office. In 1983 there were 1,521 employer calls for student placement which has now increased beyond 1,600 this year. The number of jobs filled, however, has been low when compared to the job offerings. The main reason for this is unknown. This may be due to the large number of ESL students with limited English skills.

At the time of the last accreditation visit, the Health Services unit for students was fairly new. Utilization of this service has shown a marked increase over over the past 5 years. There was a 20% increase in students seen by Health Services during the 1983-84 year. Well attended health promotion and medical screening days have been a long-existent part of this service. However, a more comprehensive health program and a personalized health care program for students has been established. While parts of these services have been removed because of community college fiscal problems, a preventive and protective effect for students has been maintained. A referral service has been established with a local hospital, and a physician is regularly available for consultation on campus. The nurse practitioner employed by the College is capable of handling first-aid problems, maintenance of chronic health care problems, and is also prepared

to recommend and plan for various needed consultation, including referral to the mental health counselor. Consequently, students are given a choice of options by a qualified practitioner.

The Children's Center at SBCC has designed its program to serve the needs primarily of low-income, single-parent families who would not be able to attend college without subsidized child care. Although funding only provides assistance for 39 low-income children, the Center enrolls close to 50 children each semester. The College is committed to provide services for low-income students. This is evident in the additional services provided by the Children's Center including its free meals, and referral for special education/counseling programs.

The Campus Security/Safety Office has, since 1979, been quite successful in reducing serious crimes at SBCC. Evidence of this success can be measured by the fact that in the past five years only two major crimes have occurred on campus. Service oriented, the Security/Safety Office has improved its escort service and provided a tram system to assist disabled and evening students with transportation from the west campus to the main campus. Measures have been taken by the College to improve and upgrade the campus lighting facilities; install special security devices to prevent theft; mark college equipment with invisible ink that clearly identifies the item as "the property of SBCC". Finally, security officers have maintained a highly visible profile on campus which acts as a deterrent to crime.

#### PLAN

The Student Services Division will continue to improve and/or upgrade its special services for students.

An extended building space is anticipated for the Bookstore as a "holding space" for items received. All other services will remain as they are.

No changes are anticipated in Student Housing services or Lost and Found services.

The Career Center will continue its impetus toward assisting evening college students and the community-at-large. The Center will expand its services for Summer Session students by opening 10 hours per week.

The Job Placement office will continue its more recent efforts toward working with private business and industry representatives by bringing the latter on campus for presentations to ESL and other students, thereby providing more dialogue between employer/student.

Health Services will concentrate its efforts on crisis situations, first aid, and referral to appropriate outside agencies and/or physicians. In addition, this service will continue to provide Health Education Days which will also furnish basic health screening and health information for both students and the community.

Campus Security: Most Campus Security activities appear to be adequate at this time. A new security vehicle has recently been purchased. Security officers are being trained in first-aid, CPR, and legal issues. The

addition of a microcomputer in Spring 1985, will permit better maintenance of data on crimes and parking control.

Children's Center: The level of service now being provided by the Children's Center needs expansion. A "night care" program for children of evening students would be beneficial and an increase in staff is needed to accommodate the children that the College now serves. A need for increased funding is apparent.

When the College Library moves into its new quarters in the West Campus Learning Resources Center (expected in 1988), the old Library will be remodeled to serve as a centralized Student Services Center. For the first time, all of the diverse services will be housed under a single roof.

4B.9 If the institution sponsors intercollegiate athletics, policies setting forth the philosophy, regulations, and supervision of the program.

## DESCRIPTION

Santa Barbara City College's Athletic Department strives to maintain a competitive and balanced intercollegiate athletic program for men and women. The program is based on needs and interests of students, local high school support, competition provided by colleges who are preferably members of the Western State Conference who are also members of the California Association of Community Colleges. The department wishes to establish and maintain high standards of scholarship and sportsmanship by the athletes and coaches representing the institution. The College wishes to promote amateur sports. Through athletic activities, it strives to cultivate cordial and friendly relations within the community and within the college communities of our opponents. We believe that athletic activity should be the incidental and not the principal feature of intercollegiate life.

Currently, Santa Barbara City College offers thirteen sports, five for women and eight for men. During the 1983-84 school year, 208 athletes were placed on eligibility lists. Departmental policy is set down in the Athletic Department Handbook. (Ref. 4, 4B.8.) In addition, staff information letters are distributed to appropriate persons or groups, when needed, to better communicate policy.

## APPRAISAL

The number of participants and sports offered has remained basically unchanged during the past eight years.

The department has maintained a high quality program with reduced financial support. Our athletic programs are financed by district funds, co-curricular funds, and outside fund raising. We are currently experiencing an increased reliance on fund raising.

The College currently provides the same sports' programs as in 1978-79. However, the coaching responsibilities have been hindered by a decrease in

permanent head coaches, and an increase in hourly coaches:

The co-curricular budget has remained constant while inflation has affected purchasing power. Recently, the District took over the expense of athletic insurance. Transportation of athletic teams remains a major problem. Currently, the co-curricular budget pays for athletic transportation. Some of the other financial concerns are as follows:

1. The per diem meal allowance for athletes traveling more than forty-five miles has been reduced to \$4.00 per day from a previous \$5.00/day.
2. Several of the protective equipment items have been purchased through fund raising.

The newly activated Athletic Advisory Committee has recently recommended that the financial support for athletics be increased 58%.

Santa Barbara City College has a long history of athletic excellence. With the exception of the 1984-85 school year, we have always finished in the top half of our conference in pursuit of the Western State Conference athletic supremacy's annual award. Men's and Women's Tennis teams, Men's and Women's Volleyball team, Men's Basketball teams and Football teams have consistently been recognized at the State and National level.

Santa Barbara City College student athletes achieve in the classroom as well as the athletic field. Two of our athletes made the honor role in the initial Wilson Scholar Athlete presentation last year. This year, another athlete from SBCC will represent our conference as the scholar athlete. In addition, we are investigating implementation of the recommendations of the Ad Hoc Committee of Academic Affairs of The Commission on Athletics. (Ref. 4, 4B.9.)

#### PLAN

The three-year plan process, athletic staff sub-committees, Athletic Advisory Committee and the College Administration through the Vice President, Student Affairs, all contribute to revisions of the athletic policy. The Athletic Advisory Committee is a broad-based campus committee which consists of athletic department members, faculty members, students and administrators.

The Athletic Department plans to maintain a high-quality sports program.



4B.10 A published student grievance policy either included in the catalog or a reference to location in the catalog index.

## DESCRIPTION

### STUDENT GRIEVANCE POLICY

The "Student Grievance Policy" was revised by the coordinator, Student Activities, with input from the Dean, Student Services, and the Vice President, Student Affairs. The revisions include making grades non-grievable, defining specific time periods for each phase of the proceedings and reducing the size of the formal hearing committee. The revisions were reviewed by the Student Services Advisory Committee, Student Senate, the Faculty's Representative Council and the College Board Subcommittee on Educational Policies. The revised policy was adopted by the Board of Trustees on July 8, 1982. (Ref. 4, 4B.10.)

The Student Grievance Policy is referenced in the College Catalog and the Student Handbook which is distributed at registration. It is available in the Student Activities Office. The policy is also described in the College Faculty Manual.

### STANDARDS OF STUDENT CONDUCT

The "Standards of Student Conduct" were rewritten to incorporate new procedures and new legal codes and to insure "due process" for students. The new standards were reviewed by the appropriate committees and approved by the Board of Trustees on December 13, 1984. (Ref. 4, 4B.11.)

The "Standards of Student Conduct" is referenced in the SBCC Catalog and also in the Student Handbook and is available from any member of the Student Services staff and office, the Library, and each administrator on campus.

## APPRAISAL

### STUDENT GRIEVANCE POLICY

The College has had few disciplinary problems, and use of the policies is infrequent. Most complaints are resolved informally by the parties concerned or in consultation with the appropriate individuals. The provisions for student "due process" demonstrates the College's commitment to students.

## PLAN

No further revisions to policies are being considered at this time.

#### 4B.11 Food, bookstore, and housing services where needed.

##### DESCRIPTION

Food service is provided by the Hotel and Restaurant Management Program and is widely known throughout the community, not only for its quality services for students and staff, but to the community-at-large.

The Campus Bookstore attempts to provide students and staff with the best selection of books, supplies, and services--at the lowest possible prices. The Bookstore staff consists of a manager, five full-time and two part-time employees. In the 1983-84 year, the store grossed \$1,274,800, and realized a 6% profit. An annual contribution of \$39,000 is given to the co-curricular budget.

Housing is not provided for students at SBCC, but a referral service is provided through the Student Activities Office. These are further described under Standard 4B.8.

##### APPRAISAL

Food and Bookstore services at SBCC are excellent.

###### a. Food Services:

The College cafeteria pays for itself without the use of college funds. Many components of the food service program have been added since the last accreditation visit. The full range of services includes the following:

- Cafeteria kitchen, service area, and eating areas, available Monday through Friday, for breakfast, lunch, and dinner.
- A "deli" counter.
- A snack shop, open from 7 a.m. to 8:30 p.m. daily except weekends.
- A 60-seat Coffee Shop serving breakfast and lunch daily, Monday-Friday.
- A Gourmet Dining Room, serving lunch, Monday-Friday, and other special occasions.
- Travel service department:
  - Catering for banquets on and off campus.
  - Provides service for United and American Airlines, six daily flights, year-round.
- University of California, Santa Barbara, Faculty Club (operated totally by HRM Department).

- Food service for 150 Junior High School students at a Nature Camp - 3 meals a day, each day of the school year.
- SBCC Child Care Center: 3 meals a day, Monday-Friday, 40 children per day. Also, a smaller Child Care Center operated by Santa Barbara County Schools--20 children per day.
- Catering for banquets (including one for President Reagan and another for Governor Duekmejian), dinners, theatre and musical parties, and College dinner shows.

The HRM department also assists with daily small breakfasts, luncheons, or dinners for departmental groups on campus. They have also assisted with all major College fund-raisers, including one of its own which accommodated 1,200 people in which \$47,000 was accrued in one evening. The program also handles the concession stands at SBCC's football games.

b. Campus Bookstore:

The largest problem that the Bookstore faces is the procrastination of some faculty members in getting their orders for text and reference books and supplies ready for sale for the beginning of classes.

The Bookstore is in great need of a receiving, holding and storage area for overstock, records, and returned merchandise. A "buy-back" area is also needed so that the regular operations of the Bookstore do not have to halt for this period.

## PLAN

The Hotel and Restaurant Management program plans to continue its varied education and services. While no firm plans exist at the present time, it is hoped that the Hotel Management aspect of the program can be expanded, either by the development of an Educational Conference Center, either on or off campus grounds or the purchase of a local hotel suitable for use in an educational program. Also being considered is a plan wherein students could select from one of three major areas: (1) Food Services, (2) Hotel or Club Management, or (3) Chef Training. At the current time, all students have only the one curriculum as outlined in the College Catalog.

Planning has already been in process for the ordering of books and supplies for the Bookstore. While the system still needs refinement, the presence of needed books and supplies, at the beginning of each semester, has improved during the 1984-'85 college year.

Planning is also underway for an extension of the Bookstore building which will be used as a holding area for approximately 6,000 cartons received each semester, a warehouse, and a "buy-back" window.

The housing situation for students is currently being studied by the Superintendent-President with the hope that some type of public housing assistance will be made available to students.

## 4B.12 Articulation Procedures

### DESCRIPTION

The counseling staff, the SBCC/UCSB Transition Program Director, and the Vice-President, Student Affairs, make major efforts to develop articulation agreements with University of California campuses, particularly the University of California, Santa Barbara. The need for these efforts is clearly substantiated by the fact that 2,300 students enrolling for Fall 1984 indicated that they plan to transfer to UCSB. Annually, the Transition Program Director establishes current articulation agreements between UCSB and SBCC for 50 academic majors. These agreements are an invaluable information base critical to effective educational planning. (Ref. 4, 4B.2.)

In addition to developing current and accurate written articulation agreements, the Transition Program Director places major emphasis on promoting interaction between faculties from the two institutions. Such interactions have contributed to resolution of long-standing misunderstandings between the two faculties and, in some instances, have positively influenced curriculum development.

During 1984-85, Sacramento State University articulated with SBCC for a large number of its academic majors. However, Cal Poly, San Luis Obispo, remains the only California State University campus with whom SBCC has articulation agreements for virtually all academic majors. Articulation-by-course agreements between SBCC and other CSU campuses tend to be limited to a few over-subscribed programs, such as business administration at San Diego State University and nursing at several CSU campuses. Admission to over-subscribed majors is competitive, so articulation is especially important in these areas.

SBCC counselors participate in workshops and conferences at Cal Poly, San Luis Obispo. SBCC counselors also co-ordinate visitations by Cal Poly staff to SBCC to meet with our students.

Santa Barbara City College also articulates with local high schools. Bi-annually, College staff invite high school counselors and registrars to a breakfast or luncheon meeting to update them on SBCC admissions processes, academic programs, financial aids, and to provide other pertinent information. Articulation is enhanced by the assignment of a specific SBCC counselor to serve as a liaison to each local high school. The liaison counselor assists the high schools in a variety of ways, including co-ordination of an annual meeting with seniors at each school to facilitate their admission to SBCC. Furthermore, effective with the Spring semester 1985, the College greatly expanded articulation with local high schools by implementing a High School Relations Program. This program provides for greater, more highly co-ordinated interactions between SBCC staff and high schools.

### APPRAISAL

Historically, Santa Barbara City College has consistently been a leader among California Community Colleges in the number of students it transfers to four-year institutions. SBCC has been particularly successful in preparing students for transfer to the University of California. For Fall

1984, 251 former SBCC students enrolled at a UC campus according to data supplied by the University of California and CPEC. This made SBCC the leading California Community College in transfers to UC.

According to the CPEC report, "Update of Community College Transfer Student Statistics, Fall 1984," SBCC is unique in that it is the only California Community College that transfers more students to the University of California than to the California State Universities. For Fall 1984, SBCC transferred 235 students to the California State Universities while, as earlier noted, transferring 251 to the University of California.

From 1970 until the 1982-83 academic year, SBCC articulation with UCSB was limited to general education/breadth requirements. During 1982-83, the Transition Program emerged and developed articulation between SBCC and UCSB for 50 academic majors. The result was that the number of SBCC transfers to UC increased from 217 in 1982 to 281 in 1983, an increase of 29%.

The Transition Program goes beyond written articulation agreements. Each year over 400 SBCC students attend educational planning seminars that are organized by academic major and presented by UCSB faculty and staff. These sessions assist SBCC students to develop their educational plans and "humanize" articulation.

Efforts by Transition Program staff to promote interaction between SBCC and UCSB faculties have also successfully contributed to articulation in a number of ways. Most impressively, interactions between the faculties have stimulated some SBCC instructional departments, such as Communication Studies, Physics, and Psychology, to develop new courses for greater consistency with lower-division major requirements at UCSB.

The Mathematic Departments from UCSB and SBCC have developed an agreement whereby responsibilities for teaching "pre-collegiate" Mathematics courses for both institutions will be assumed by the SBCC Mathematics department. The agreement is still subject to ratification by both institutions.

Among CSU campuses, SBCC transfer students enroll in the greatest numbers at Cal Poly, San Luis Obispo, Northridge, and San Diego. Cal Poly enrolled 35 former SBCC students for Fall 1984, and reports that approximately 179 former SBCC students are enrolled for 1984-85. SBCC and Cal Poly completed a current articulation agreement during the Spring Semester 1985.

Articulation with local high schools is in its infancy, but SBCC has made major efforts to improve in this area. The SBCC Advanced Student Program has existed for years, but participation by accelerated high school students was relatively small until 1982-83. At that time, the SBCC Instruction Office, in collaboration with local high schools, developed a plan for offering SBCC courses on local high school campuses and enrolling advanced placement high school students. The result was a tremendous increase in advanced high school enrollments from 28 in Fall 1981 to 98 in Fall 1982, and 153 in Fall 1983.

The High School Relations Program that was implemented during Spring semester 1985 dramatically improved SBCC articulation with local high schools. Despite a brief existence, the following accomplishments have already been experienced:

1. Monthly publication of a high school newsletter highlighting college programs and staff for distribution to high school staff.
2. Development of a faculty speakers' bureau that facilitates SBCC faculty presentations in high school classes.
3. Presentation of a vocational education faire by SBCC vocational instructional programs at a local high school. The high school cancelled classes so that all of its students could attend and the event was very favorably described in a local newspaper.
4. With the assistance of Santa Barbara City Schools, a procedure was developed to identify high school "drop-outs" and graduating seniors. Each was mailed a letter advising them to consider opportunities available at SBCC.
5. An SBCC counselor was stationed at each local high school for at least one hour weekly to assist high school students and serve as a resource to staff.
6. The staff has also been involved in supporting efforts to develop a "2 + 2" program with local high schools in three disciplines of the College curriculum.

In summary, SBCC articulation efforts with transfer institutions play a major role in providing for the acceptance of SBCC courses at transfer institutions. Documents reflecting SBCC efforts to expand articulation with the high schools are available for review. (Ref. 4, 4B.3.)

#### PLAN

During 1985-86, the counseling staff plans to computerize articulation agreements with transfer institutions. In the interim, as preparation, efforts will be maintained to improve the quantity and quality of our articulation agreements, particularly with CSU campuses, as they are the least well developed.

The High School Relations Program reflects the College's desire to engage in a major effort to improve relations with the high schools. The local high schools' Annual Guidance Plan specifies that the high schools are to provide students with assistance in identifying and pursuing post-secondary opportunities. Therefore, the high schools and SBCC have a shared concern that will serve as the conceptual basis for joint efforts to assist students.

The new "Transfer Center" will assist in the refinement and development of articulation agreements. If SBCC is selected to participate in "Project Assist," the College will be able to computerize its articulation agreements.

## STANDARD 4C

ADMINISTRATORS, COUNSELORS, AND SUPPORT STAFF HAVE THE QUALIFICATIONS TO PROVIDE EFFECTIVE SERVICE.

### **DESCRIPTION**

The four Student Services administrators (Vice President, Student Affairs, Dean, Student Services, Dean, Student Development and Matriculation, and Assistant Dean, Admissions and Records) hold appropriate credentials and are highly qualified to provide effective student services. The administrative staff is assisted by seven classified management and 43 support personnel. (Ref. 4, 4C.1.)

The Disabled Student Services staff reports directly to the Dean of Instructional Services. The staff consists of a faculty co-ordinator, a full-time Learning Disabled Specialist, hourly instructors, tutors, and a mobility aide. (Ref. 4, 4C.2.) The Disabled Students Service staff participates in the Student Services Advisory Committee in order to keep the Student Services staff informed of problems, concerns, and new programs.

The staff (certificated and classified) participate in professional development activities such as:

1. Faculty and administrator sabbaticals.
2. Conference and workshops.
3. In-service training.
4. Skill development classes.
5. Unpaid leaves of absence.
6. Management seminars.

### **APPRAISAL**

All staff members meet the district qualifications for the positions they hold. This is a staff which has good balance and diversity in regard to Affirmative Action goals. In order to assist our Spanish-speaking students, we have staff members who are fluent in Spanish in Counseling, Admissions and Records, EOPS (Extended Opportunity Program and Services), Financial Aids, the Bookstore, and Disabled Student Services. The staff is committed to assisting students and working toward college-wide goals. The staff participates in representative numbers on most college committees and actively assists on special projects.

The entire Student Services staff was reorganized in 1981-82 in order to better meet the needs of students, to coordinate our efforts in a more meaningful manner, and to reduce our budget. With these efforts came a reduction of staff in the areas of EOPS (Extended Opportunity Program and

Services), Student Activities, Counseling and Financial Aids. The staff, due to reorganization, has had an increase of three management positions. However, there has been an overall reduction of five classified positions, for a net loss of two positions. In addition, there has been a net loss of three positions in the Counseling component.

In Fall 1983, Student Services conducted a statewide survey to evaluate staffing, programs and budgets at similar-sized community colleges. (Student Services Survey - Fall 1983.) From the survey, it could be stated that:

1. The Admissions and Records Office is understaffed by two to three full-time people.
2. The Financial Aids Office is understaffed by one to two full-time people.
3. All other areas appear to be staffed in a manner similar to other colleges of similar size, although there is some indication that other areas are understaffed statewide.

The staff is encouraged to participate in conferences appropriate to areas of responsibility.

Although there is a limited budget, the staff may make requests for additional funding for unique opportunities. There is strong administrative support for professional growth and development. Additional funds were made available when the staff was reorganized in order to encourage visitation to other community colleges as well as time for conference participation.

The counseling staff has an extensive staff development program which is continually being upgraded. The staff has participated in sabbatical leaves on a regular basis. For the past three semesters, one counselor has had a sabbatical leave. A "job shadowing" program involving visitations to local businesses and industries to familiarize staff with current job opportunities, working conditions, and preparation for employment has been implemented. Counselors regularly attend conferences sponsored by UC and CSU campuses. In addition, counselors with specialized assignments (career center, foreign students, adult re-entry, mental health) attend conferences specific to these specialized concerns. In-service training is provided on campus through the SBCC/UCSB Transition Director, the mental health counselors, and specialized student services and instruction staff members (Extended Opportunity Programs and Services (EOPS), assessment, Disabled Students Services, Health Services.)

The Admissions and Records staff has had specialized training by the mental health counselor in the handling of students with emotional problems and difficult telephone calls, participated in "Wordstar" instruction and the use of terminals for registration, and for assistance to instructors. Off-campus seminars were attended which specialized in employee relations, attendance accounting, communication skills, evaluation and goal-setting for Student Services Review Program.

The directors of Financial Aids and EOPS attend regional and annual



conferences; participate in application workshops, and attend Chancellor's Office training workshops. They share their expertise through the orientation of new faculty and by updating the Student Services staff. Staff development has been enhanced by active participation in Word Processing and specialized computer training.

The Disabled Students Services staff has had in-service training by our mental health counselor as well as an in-service day for the College. Staff attended numerous orientation workshops, annual CAPED conferences, regional meetings, HSPS regional and annual meetings, plus meetings with ILRC, Easy Lift, Department of Rehabilitation, Tri-Counties Regional Center, Devereaux School, and Developmental Disabilities Area Board IX. The two specialists have made presentations as guest lecturers at UCSB, the National Orton Dyslexia Society (Las Vegas), the Association for Children and Adults with Learning Disabilities International Conference (New Orleans), at two "Windmill" workshops; and, at Project Interdependence (three-day retreat sponsored by the California State Department of Education and the Department of Vocational Rehabilitation).

Security officers staff were provided training in First Aid, CPR, mace and emergency procedures and their legal implications. The Bookstore, Student Activities and Health Services staff attended regional and statewide meetings.

A special opportunity was provided for two staff members to attend a week-long leadership skills seminar at Asilomar which co-ordinated well with upgrading their skills.

## PLAN

The area of greatest need is in the counseling of special students. An effort has been made to identify specific areas of needed assistance and to hire hourly counselors to fulfill those needs. During Spring 1985, half-time, hourly counselors were hired in the areas of High School Relations, UCSB/SBCC Minority Transition, UCSB/SBCC Referred Students, and the Honors Program. For the 1985-86 year, the need to continue these programs has been identified in the "Three Year Plans" and highlighted as priority items in Student Services.

The College emphasis on Matriculation will present new challenges to the Counseling staff. The recent appointment of a Dean, Student Development and Matriculation, will provide needed cohesiveness to this program.

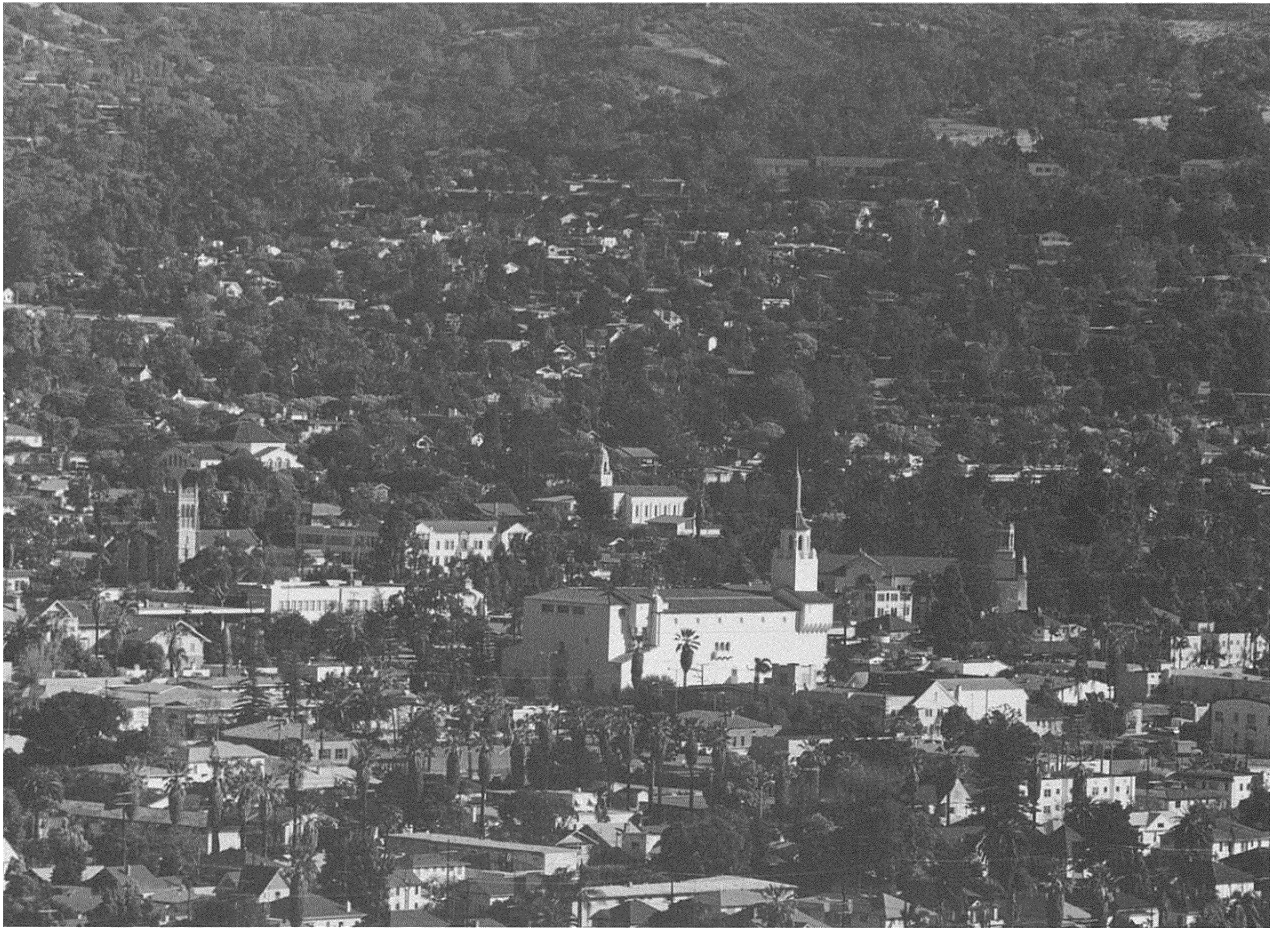
The staff must be assisted in creating the needed time and budget for professional activities. Active encouragement and open support for activities must be continued with staff efforts publicly recognized.

REFERENCE TO SUPPLEMENTARY MATERIALS  
STANDARD 4 - STUDENT SERVICES

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 4, 4A.1	"Exit Questionnaire"
Reference: Standard 4, 4A.2	Five-year Plan/Student Services
Reference: Standard 4, 4A.3	Survey of Evening Students
Reference: Standard 4, 4A.4	Data: Students and Peer Advisers
Reference: Standard 4, 4A.5	Statistical Analysis of the EOPS Population
Reference: Standard 4, 4A.6	"Roots Newsletter"
Reference: Standard 4, 4A.7	Student Handbook
Reference: Standard 4, 4A.8	Student Activities Survey
Reference: Standard 4, 4A.9	Athletic Survey
Reference: Standard 4, 4A.10	Athletic Department Handbook
Reference: Standard 4, 4A.11	Crime Prevention Brochures
Reference: Standard 4, 4A.12	Student Services Three-year Plan
Reference: Standard 4, 4B.1	Application and Registration Materials
Reference: Standard 4, 4B.2	Articulation Agreements With Colleges
Reference: Standard 4, 4B.3	Articulation With High Schools
Reference: Standard 4, 4B.4	Re-entry Student Data
Reference: Standard 4, 4B.5	Veteran Student Data
Reference: Standard 4, 4B.6	Transition Program Data
Reference: Standard 4, 4B.7	Issues of THE CHANNELS Newspaper
Reference: Standard 4, 4B.8	Athletic Department Handbook
Reference: Standard 4, 4B.9	Recommendations of Ad Hoc Committee of Academic Affairs of the Commission on Athletics
Reference: Standard 4, 4B.10	Standards of Student Conduct
Reference: Standard 4, 4C.1	Student Services Organization
Reference: Standard 4, 4C.2	Disabled Student Services Organization chart

# Community Services

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## STANDARD 5A

COMMUNITY EDUCATION COURSES ARE INTEGRAL PARTS OF THE COLLEGE EDUCATIONAL PROGRAM, INTENDED TO SERVE PEOPLE WHOSE EDUCATIONAL GOAL DOES NOT REQUIRE COLLEGE CREDIT. (THIS STANDARD INCLUDES STATE SUPPORTED NON-CREDIT CLASSES.)

### DESCRIPTION

The Continuing Education Division has achieved national recognition as one of the model programs in the country and has been praised by a number of luminaries in the field (Ref. 5, 5A.1). Although it is only the fifth largest community college adult program in the state, it is nonetheless the most intensive, most comprehensive and most community-responsive (Ref. 5, 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 33,000 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) put together. It is the most community-responsive in that it has more community locations used and more organizational co-sponsorship 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, non-credit 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." (Ref. 5, 5A.6, 5A.7) The Continuing Education Division offers non-credit and community services classes that meet the diverse needs of adults from the nine state-funded categories (parenting, basic skills, E.S.L., citizenship, handicapped, vocational, older adults, home economics, and health and safety education) to a variety of community services offerings. (Ref. 5, 5A.8, 5A.9, 5A.10, 5A.11) (In addition, the credit and non-credit programs produce a number of musical and theatrical events as well as art and craft shows and fairs. (Ref. 5, 5A.12) During the 1984-85 school year, the division reached an all-time high in number of offerings (556).

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 E.S.L., 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 communication between the two Deans (credit and non-credit) responsible for technical-vocational education and by ongoing communication between the Instruction and Continuing Education offices.

The division reached a new high of 422 community education instructors during the 1984-85 school year. (Ref. 5, 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 in writers, musicians, artists, craftspersons, actors, scientists as well as business, professional and industrial experts, many of whom are willing to teach. New instructors are suggested from many sources including the 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. All 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. (Ref. 5, 5A.14, 5A.15, 5A.16, 5A.17, 5A.18) The instructors have their own association (Continuing Education Division Instructors' Association) that represents the group to the Vice President and the Superintendent/President. (Ref. 5, 5D.14)

#### 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. (Ref. 5, 5A.19). 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. (Ref. 5, 5A.20)

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 pressures of grades, credits, certificates, or degrees are involved, increasing or maintaining attendance in a class is concrete evidence of the quality of the class and the teaching ability of the instructor.

A most important measure of the quality of course and instruction is the mid-class, end-of-course or end-of-series evaluation forms. (Ref. 5, 5A.21) 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 to determine which ones are effective, and to weed out the weak teachers, 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 in lieu of academic degrees. This provides a valuable resource not found at the college level. In addition, the academic community, from the University of California at Santa Barbara, Westmont College, Santa Barbara City College, Brooks Institute of Photography, and the Center for the Study of Democratic Institutions, is used to maintain a superior education program. In a survey of the 422 instructors employed by the Continuing Education Division during winter term, 1985, the occupations were as follows: 170 educators/teachers; 79 professional persons (defined as attorneys, physicians, psychologists, counselors, social workers, and engineers); 78 business people; 34 artists, 25 homemakers; 34 retired; 2 others.

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 space of time in order to maintain student interest, or attendance will dwindle. The instructor needs to be directed toward the non-credit, non-degree interest of continuing education students. 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 27 persons in a staff of 422 are not additionally employed.

According to the 1980 Census, there were 10,000 adults in the district with less than an eighth grade education, and more effort should be expended to get people to attend English as a Second Language and Adult Basic Education classes. This is difficult. Major attempts have been made to reach the needy people, including sending bilingual recruiters door to door in large minority group areas, but it was found that many of them were not interested in attending adult classes. Reaching these people continues to be a goal of the division.

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 percent for state-supported classes shows that they usually work.

Computer equipment has recently been purchased to replace rented equipment at the Wake Center. Computer offerings in the non-credit program are being expanded and credit offerings are being added. There is a Skill Center at the Wake Center offering daily training in a variety of business skills, as well as vocational guidance and diagnostic testing by appointment. Students come to class any morning on a schedule which meets their individual needs and work at their own pace. Many students have been able to re-enter the job market after considerable lengths of absence, and in some cases were

able to get off welfare rolls. An evaluation is being made to expand and better equip the Skill Center for training in business skills. Finally, suggestions to expand enrollments in E.S.L., basic education, and evening high school are being pursued.

## 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 contract 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 and to generate surplus funds for the college. 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 non-credit needs of the community. And the Skills Center will be expanded as finances permit to serve both the credit and non-credit needs of the community. The division will continue to attempt to reach students in need of E.S.L., basic education and evening high school classes. The present efforts to advertise and recruit will continue and be re-evaluated and expanded, if needed.

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), attendance rosters based upon student retention rate, and listening to comments about teachers by students who call, write, or come in. In order to further explore how to improve the program, indoctrination 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; 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 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 two competing entities with a duplication of services and waste of public money.

#### STANDARD 5B

BUDGET, STAFFING, AND PLACEMENT IN THE ORGANIZATIONAL STRUCTURE DEMONSTRATE RECOGNITION OF COMMUNITY SERVICES AS AN INSTITUTIONAL OBJECTIVE. (THIS STANDARD INCLUDES STATE SUPPORTED NON-CREDIT CLASSES.)

#### DESCRIPTION

The Continuing Education administrative staff consists of a Vice-President, two Deans and three Program Planning Assistants. 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 each of the two high schools. 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, toolkeepers, and accompanists are staffed with hourly part-time individuals. (Ref. 5, 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 Division Instructors' Association meets periodically with the Vice President of the division to discuss matters related to classroom teaching and to make recommendations. The discussions include 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. (Ref. 5, 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. (Ref. 5, 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 are assigned to serve on other college committees.

The budget for the division is prepared by the Vice President after input from programmers, teachers, staff and advisory council members. (Ref. 5, 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. (Ref. 5, 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 non-credit program has always been vulnerable to the political climate in the State. Whenever financial cutbacks are made, legislators and others tend to question the value of non-credit classes. Almost every other year there is some financial threat to the non-credit programs throughout the State, and there is talk continually of either elimination or reduction of funding. However, the areas of E.S.L., 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.

It is hoped that the present nine categories of state funding for non-credit classes will continue. Should the State decide not to fund one or more of these categories, it would inevitably lead to a reduced number of classes offered to the community and a program geared to those who could afford the cost of such classes. Past studies of non-credit programs which have dramatically increased their fees have shown that a great number of class cancellations follow. It is obvious that without State support for all nine categories, the division will no longer be able to provide the kind of non-credit programs it has so successfully offered for over 65 years. However, if the State continues to support the category of "Education programs for older adults," it would be of great benefit to this community because approximately 24% of the residents of the city of Santa Barbara are 60 years of age or older.

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 Memoranda 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 that 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. Defunding of one or more of the state-supported nine categories would require a change in the objectives and functions of the division.

The division will continue to provide a large and diverse non-credit 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. However, this would no doubt lead to a reduction in program size.

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 and the fact that the Vice President of the division reports directly to the Superintendent/President.

## STANDARD 5C

### INSTITUTIONAL POLICIES AND PROCEDURES ENCOURAGE USE OF COLLEGE FACILITIES BY THE PUBLIC

#### DESCRIPTION

The College has established a Community Services Department to coordinate and facilitate use of campus facilities. This office schedules usage, assigns facilities, arranges support services, and, in conjunction with the College Information Office, publicizes events taking place on campus. College facilities are used extensively by community groups, campus and student organizations and civic groups. Events include theatre productions, dances, dinner shows, seminars and workshops, sports events and recreational opportunities.

#### APPRAISAL

In fiscal year 1980, campus facilities hosted 748 events outside of regular instructional purposes, with attendance of 185,000. Of these uses, approximately 60% were by campus and student groups, 27% by the City of Santa Barbara, and 13% by community groups.

In fiscal year 1984, 637 events were held on campus with total attendance of 130,225. Approximately 40% were sponsored by campus and student groups, 52% by the City of Santa Barbara, and 8% by community groups. The decline in usage by the community is caused by two factors:

- 1) A Joint Use Agreement with the City of Santa Barbara mandates that they be given a priority in usage scheduling.
- 2) Usage of our two most popular facilities, the Garvin Theatre and the Campus Center, has been essentially preempted by campus organizations, severely restricting availability for community use.

Since all of the programs and events sponsored by these groups are open to community participation, it would appear that community use is being somewhat restricted.

## PLAN

The College is in the process of revising current policies and procedures in order to clarify areas of responsibility and simplify interpretation of the State Education Code Civic Center Act. It is contemplated that the schedule of usage fees will be revised and updated in 1985 to ensure effective compensation to the District.

### STANDARD 5D

COMMUNITY LIAISON IS DEVELOPED AND MAINTAINED THROUGH COMMUNITY SURVEYS, PUBLIC INFORMATION MATERIALS, AND OTHER APPROXIMATE METHODS. (THIS STANDARD INCLUDES STATE SUPPORTED NON-CREDIT CLASSES.)

## DESCRIPTION

The Continuing Education 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 non-credit and community services offerings. (Ref. 5, 5D.1) This person is also responsible for preparing approximately 500 press releases, public service announcements, feature stories and advertisements for all late-starting courses, special events and newsworthy items. (Ref. 5, 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 the summer abroad program and is sometimes done for special classes.

Student surveys are conducted periodically with the most recent one completed in the 1985 spring term. (Ref. 5, 5D.10) 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.

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. Sub-committees 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. (Ref. 5, 5D.2, 5D.3, 5D.4, 5D.5)

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 co-sponsors classes with many local organizations each term and has co-sponsored classes with over 350 local organizations over the years. (Ref. 5, 5A.2)

The facilities for the Continuing Education Division are located within easy reach of the entire community. (Ref. 5, 5A.4, 5D.6, 5D.7) Public buildings and private facilities are utilized as much as possible in order to reach the maximum possible number of citizens. Particular emphasis is given to the use of retirement residences and senior centers.

### APPRAISAL

The three major publications during the school year are printed and distributed with the Sunday edition of the Santa Barbara News-Press. The Sunday edition has a press run of over 55,000 copies. In addition, the schedules are available at Santa Barbara City College, the Alice F. Schott Center and the Selmer O. Wake Center. A "Calendar of Events" is done each month and sent to local magazines, newspapers and radio and television stations. (Ref. 5, 5D.8) Also, fliers, news stories, newspaper ads, and radio and television spots are all used to publicize the program. The schedules contain information regarding enrollment, fees, and refund policies.

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, 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. (Ref. 5, 5D.9, 5D.10) 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 Planning Assistant 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 relate more and 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 radio and television spots to publicize the program.

However, since the published Schedule of Classes is the most potent advertising force for the program, continued efforts at better quality and communication will be devoted to it. 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.

Additional general references are provided. (Ref. 5, 5D.11 through 5D.25)

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 5 COMMUNITY EDUCATION AND SERVICES

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 5, 5A.1	Comments about Program
Reference: Standard 5, 5A.2	Co-sponsors through Spring Term, 1985
Reference: Standard 5, 5A.3	Comparisons - Five Largest California Community College Continuing Programs
Reference: Standard 5, 5A.4	Community Facilities Used by the Division
Reference: Standard 5, 5A.5	Status Report of Number of Approved Non-Credit Courses in Inventory
Reference: Standard 5, 5A.6	Goals and Objectives, 1985-86
Reference: Standard 5, 5A.7	End of Year Report, 1984-85
Reference: Standard 5, 5A.8	Analysis of ADA Income and Expenses, 1984-85
Reference: Standard 5, 5A.9	Distribution by Age and Sex of Students, 1984-85
Reference: Standard 5, 5A.10	Attendance Hours and Percentages of Total Programs, 1984-85
Reference: Standard 5, 5A.11	Attendance Patterns, 1984-85
Reference: Standard 5, 5A.12	Media Packet
Reference: Standard 5, 5A.13	Statistics for Program and Staff for Fiscal Years 1969/70 - 1984/85
Reference: Standard 5, 5A.14	Instructor Application Forms
Reference: Standard 5, 5A.15	Check List for New Instructors
Reference: Standard 5, 5A.16	Faculty Handbook
Reference: Standard 5, 5A.17	Hourly Instructors' Salary Schedule, 1985-86
Reference: Standard 5, 5A.18	Faculty Bulletins

Reference: Standard 5, 5A.19	Letters to the Editor
Reference: Standard 5, 5A.20	ADA Report
Reference: Standard 5, 5A.21	Student Evaluation Forms
Reference: Standard 5, 5B.1	Continuing Education Division Organization Chart
Reference: Standard 5, 5B.2	Staff Bulletins
Reference: Standard 5, 5B.3	Budget, 1985-86
Reference: Standard 5, 5B.4	Continuing Education Division Total Annual Expenditures, 1971-85
Reference: Standard 5, 5D.1	Schedule of Classes, 1984-85
Reference: Standard 5, 5D.2	Advisory Council Membership
Reference: Standard 5, 5D.3	Advisory Council Minutes
Reference: Standard 5, 5D.4	Curriculum Committee Minutes
Reference: Standard 5, 5D.5	Finance Committee Minutes
Reference: Standard 5, 5D.6	Map of Selmer O. Wake Center
Reference: Standard 5, 5D.7	Map of Alice F. Schott Center
Reference: Standard 5, 5D.8	Calendar of Events, 1984-85
Reference: Standard 5, 5D.9	Selmer O. Wake Center Dedication Brochure
Reference: Standard 5, 5D.10	Student Survey, Spring 1985
Reference: Standard 5, 5D.11	Alice F. Schott Center Dedication Brochure
Reference: Standard 5, 5D.12	Evaluation of Publicity Effectiveness
Reference: Standard 5, 5D.13	Programmer's Statistics, 1984-85
Reference: Standard 5, 5D.14	Room Schedules
Reference: Standard 5, 5D.15	Instructors' Association Constitution
Reference: Standard 5, 5D.16	Instructors' Class Rosters
Reference: Standard 5, 5D.17	Course Outline Form

Reference: Standard 5, 5D.18

Reference: Standard 5, 5D.19

Reference: Standard 5, 5D.20

Reference: Standard 5, 5D.21

Reference: Standard 5, 5D.22

Reference: Standard 5, 5D.23

Reference: Standard 5, 5D.24

Reference: Standard 5, 5D.25

California Community Colleges Course  
Approval Form - CCC 456  
Affirmative Action Reports -  
Instructors

Affirmative Action Reports - Classes

Certificates of Completion

Student Evaluation Forms

Evening High School Handbook

GED Testing Program

Summer Session Questionnaire



# Learning Resources

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STANDARD 6A

ALL LEARNING RESOURCES (PRINT AND NON-PRINT LIBRARY MATERIALS, MEDIA EQUIPMENT, FACILITIES AND STAFF) ARE SUFFICIENT IN QUANTITY, DEPTH, DIVERSITY, AND CURRENTNESS TO SUPPORT ALL OF THE INSTITUTION'S EDUCATIONAL OFFERINGS AT APPROPRIATE LEVELS.

**DESCRIPTION**

Santa Barbara City College provides a broad spectrum of learning resources for students. This necessity for students' learning has resulted in a large increase within this area since the last accreditation visit.

The increase is described as follows:

1. College Library

The Library facility at SBCC was built when enrollment was much smaller. The original design assumed an enrollment of 2,500 students. Hence, plans for a new Library are in process. (Ref. 6, 6A.1.) (Ref. 6, 6A.2.)

Reading materials for the Library are appropriate for community college lower-division, associate degree, and certificate programs or courses. The size of the Library collection is close to Learning Resources Association of California Community Colleges (LRACCC) recommended standards for enrollment:

LRACCC RECOMMENDED STANDARDS

Total College Enrollment	Books	Periodical Subscriptions	Pamphlets	Microforms
5,000- 9,999	60,000	500	10,000	6,000
10,000-14,999	80,000	600	15,000	8,000

SBCC COLLECTION  
(Fall 1984)

9,975	78,500 (Approx.)	463	20,000 (Approx.)	15,474
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With the exception of reserved reading materials and some back issues of periodicals stored in the basement, the Library has open stacks with free access. Certificated and classified staff members are available to assist in the utilization and interpretation of the collection.

The College's Library is available to students and staff during these hours:

7:30 A.M. - 10:00 P.M.	Monday through Thursday
7:30 A.M. - 4:30 P.M.	Friday

This amounts to sixty-seven (67) hours per week. In addition, the Library opens for one or two Sunday afternoons (1:00-5:00 P.M.) during final examination periods. Periodically, students are asked by questionnaire whether they would like the Library open on all weekends, but results from this query (with subsequent opening of the Library on weekends) have not supported a need for weekend services. Hence, the Library is open when it appears to be the best time for students to study.

The On-line Computing Library Center (OCLC) automated cataloging system is used, and the public card catalog is kept up-to-date.

## 2. Learning Assistance Center/Computer-Assisted Instruction Center

The Learning Assistance Center (LAC) provides students with opportunities to enhance their learning experiences at SBCC. Student use of the programs is rising as indicated by the daily user-logs and an increasing demand for resources. The LAC has an extensive collection of videotapes, slides, audio tapes, and printed materials that supplement classroom instruction. (Ref. 6, 6A.3.) The Center, located in H320, contains 65 slide/tape carrels, 18 student stations for television, two phonograph stations, and three filmstrip stations. The collection includes 15 videotape recorders, 1700 permanent videotapes, 689 records, 2840 audio tapes, and 700 instructional material packages. Students from many classes, including Mathematics, Art History, Geology, Psychology, Anthropology, Literature, Biology, and Speech, come to the LAC for individualized media-assisted programs.

The growth of microcomputer use at SBCC in recent years has been phenomenal. Starting with a few instructors who were "computer buffs" just a few years ago, the College now has 163 computer-based learning stations. Much of the credit for this is due to the Computer-Assisted Instruction Committee which has encouraged widespread use of computers and has provided in-service training opportunities (Ref. 6, 6A.4) and the President and Board of Trustees which has provided the resources to make such rapid growth possible.

The Computer-Assisted Instruction (CAI) Center was established in 1983 when a classroom was converted to a CAI Center. Members of the CAI Committee put on workshops to introduce faculty members to the hardware and software that was available in the CAI Center. During the balance of the 1983-84 school year, the CAI Center continued to provide service for students in a variety of areas. The major emphasis was on support for different courses that were using the Center as part of their required activities. In addition, student-oriented word-processing activities began to flourish. During the 1984-85 school year, two new courses were offered in the CAI Center using word-processing for English Composition and Accounting on microcomputers. By 1985, at

Least 16 different departments involving 40 different courses were involved with computer-based learning. (Ref. 6, 6A.5.) The English and Accounting programs developed into two separate satellite computer-based instruction labs.

The Learning Assistance Center and Computer-Assisted Instruction Center keep inventories of their holdings and regularly update the collection. Since faculty members select the materials and software, the collection is reviewed frequently. Both centers include resources in their three-year plans. (Ref. 6, 6A.6.)

### 3. Media/General

The equipment pool, repair service center, and materials-production center for Instructional Media Services are adjacent to the Learning Assistance Center in the Humanities Building. The television studio is on the floor below. All are connected with floor ducts and/or conduit for C.A.T.V. feed and intra-building connection.

There is a full complement of equipment including 16 mm. slide, slide, filmstrip, overhead and opaque projectors, audio-recorders/players, public address equipment, and portable video recording.

The television studio has three color cameras, meeting minimal broadcast-quality standards. A control room has a special effects generator audio-mixing board, light controllers, plus a telecine room.

The editing system is a Society for Motion Picture and Television Engineers (SMPTE) time-code unit with two industrial quality U-matic play/record decks. Portable equipment consists of two recorders and a light kit. The studio cameras are removed from the studio when needed in the field.

The media staff (separate from the Learning Assistance Center staff) includes a part-time repair technician and a ten-month full-time delivery technician. In addition, the materials production coordinator handles video equipment setups and others as needed. Overall supervision is handled by the Assistant Dean, Media Services. Many equipment replacement parts are stocked for immediate servicing. Tools and testing equipment are provided for the repair technician. The more demanding repairs and maintenance problems, such as video and public address systems, are handled by local service centers.

Equipment is delivered to classrooms with a great deal of assistance from paid student technicians. Requests for deliveries are submitted by faculty by telephone or in writing to the Media Office where delivery forms are completed. These are posted by time of day, and deliveries are supervised by the full-time technician. Electric delivery carts speed service to classrooms and laboratories. Furthermore, some equipment is permanently installed in classrooms.

## APPRAISAL

### 1. College Library

Library materials are selected to support the curriculum, and to meet the needs and interests of the students and faculty. Even though the size of the reading inventory closely meets that recommended by LRACCC, we have an aging collection with replacement needs in many areas. Because of the continual increase in costs of books and periodicals, we have fallen below recommended standards. At the same time, the use of periodicals has become greater each year. The size of the pamphlet collection is adequate, but needs "weeding-out" with subsequent new replacements. The number of microforms meets standards, but the Library budget does not permit annual, ongoing purchases.

The Library is acquiring, when possible, a special library collection appropriate for ESL and remedial students. However, there is no departmental budget allocation for this collection. On the other hand, special budgetary attention has been given to new course offerings.

### 2. Learning Assistance Center/Computer-Assisted Instruction Center

Both the Learning Assistance Center (LAC) and the Computer-Assisted Instruction (CAI) Center would benefit from increased funding for additional audio-visual and software materials. The LAC has been impacted by 500 Mathematics students each semester using the videotape players one hour per week for supplementary instruction and practice. The LAC needs additional space and VTR's. This situation will be ameliorated with the move to the new LRC on the West Campus. As computer-assisted instruction becomes more and more popular, computers and software for computer auto-tutorial work should be provided in the LAC.

The staff in the CAI Center would like to provide facilities, equipment and support for computer-based learning for all students and faculty at SBCC. At the present time, these services cannot be provided because of limitations of hardware, software and space. If plans for networking and electronic mail are carried out, a full-time computer operator/programmer for the minicomputer may be necessary.

In order to make the LAC holdings more usable, the cataloging of the present and future holdings needs to be computerized so the catalog could be more effectively accessed, maintained, and updated. Subsequently, the holdings in specific subject/topic areas could be easily accessed and printed for distribution to departments and individual faculty. To accomplish this, a microcomputer and appropriate software is necessary.

### 3. Media/General

The operation of media services has been a source of concern among many college faculty. The Representative Council, in the 1983-84 year, appointed a committee to identify problem areas and propose solutions to this service area which was perceived to be in need of improvement.

Examples of problems identified included: untimely delivery of media resources, malfunctioning of equipment when delivered, wrong materials being delivered, etc. The committee's examination and report (Ref. 6, 6A.7) were designed to improve the quality of instructional support from media services. The report was used as a reference document in 1984-85 and appears, along with other actions taken, to have resulted in a perception of improved services. Overall, there is still a need to foster, on a broad-scale, faculty confidence in and utilization of media services.

Personnel have been difficult to find in the area of media repair. This is especially true in the area of video equipment. The salary for this type of technician is probably too low to attract and hold qualified employees. This job category is on a ten-month basis; therefore, there is no full-time person to handle repairs during the summer session.

Equipment varies in amount and adequacy. While there is a sufficient supply of 16 mm., opaque, and filmstrip projectors, other equipment (primarily video) is short in supply.

New studio monitors are needed to replace the ten-year old units, and a character generator is needed for graphic insertion during editing. A time-base corrector is also needed for this purpose so video tapes can be aired by the local cable company and the local broadcast station.

A significant space shortage thwarts effective design of media facilities. The repair service area and the materials production areas are crowded due to encroachment of equipment stored for circulation in the case of repair services, and due to expansion of services in the case of the materials production area. Equipment for circulation to classrooms is also housed in the room previously provided for faculty to sit down and complete film order forms, preview film, study film catalogs, or talk with members of the media staff about the use of media for improving instruction. Completion of the West Campus LRC will alleviate the space problem by permitting expansion of media into space now occupied by the LAC.

There is no sound recording studio suitable for live recording or mixing audio tapes. While the television studio is an excellent facility, there is no loading ramp for accessibility by a motor vehicle. Should the Theatre Arts Department continue its recent expansion of T.V. production courses, there will be an increased need for more T.V. equipment. Finally, there is also need for video players for classroom distribution.

## PLAN

### 1. College Library

The Library staff are actively involved in planning for the new Library on the West Campus. (Ref. 6, 6A.1.) This preparation further includes the ongoing identification of lost, stolen, and discarded materials as they relate to replacement, along with a review of the overall balance

of the total collection.

2. Learning Assistance Center/Computer-Assisted Instruction Center

The Learning Assistance Center and Computer-Assisted Instruction Center directors are actively involved in the planning for the new Learning Resources Building on the West Campus, where the two centers will share the same high technology space.

Both centers will continue to purchase or develop new materials to meet the needs of various programs and classes. Software development and implementation on the microcomputers and minicomputer will be continued. It will be necessary to keep up with changing technology in both hardware and software.

The LAC and CAI Center both plan to provide computer-managed instruction. The LAC will computerize its catalog when a microcomputer and software are purchased. Both centers will seek additional funding sources.

Periodic review of learning resource holdings will occur along with a long-range plan for meeting any deficiencies in learning resource holdings. Concurrently, obsolete materials will be systematically removed.

3. Media/General

College efforts will continue to be directed toward the improvement of media services classroom support. Examination of staffing, adequacy of equipment, procedures for systematic upgrading of equipment, and enhancement of the effectiveness of the Media Services Advisory Committee will be among the specific actions pursued.

When the new Library/Learning Resource Center is built on the West Campus, the existing Learning Assistance Center will be re-designed and utilized for expansion of current Media Services.

Budgetary requests will be made to extend the contract of the ten-month delivery and repair technician. Likewise, budgetary requests for higher salaries for media technicians will continue.

STANDARD 6B

THERE IS AN ORGANIZED PROCEDURE FOR THE SELECTION AND EVALUATION OF LEARNING RESOURCE MATERIALS.

**DESCRIPTION**

1. College Library

The faculty is very active in book selection. Book reviews and their publication announcements are sent regularly to relevant faculty

members for recommendations. Recommendations are accepted, but not actively solicited from students.

The faculty assists professional librarians in reviewing subject collections for discarding of obsolete materials.

2. Learning Assistance Center/Computer-Assisted Instruction Center

All of the materials in the LAC and CAI Center have been selected by faculty members to supplement their courses. Faculty and students evaluate the materials.

3. Media Services/General

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, and approximately \$2,200 worth of films are purchased each year for the Tri-County Film Library where they are 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.

**APPRAISAL**

1. College Library

The faculty is very active in book selection. Book reviews and other publication announcements are sent regularly to relevant faculty members for recommendations.

2. Learning Assistance Center/Computer-Assisted Instruction Center

The present system of an organized procedure for the selection and evaluation of learning resource materials works very well. Faculty members select, review, and evaluate the materials to enhance their courses.

3. Media/General

More faculty should become involved with film recommendations and evaluations. The film library is non-organized and operates on faith and good will. Furthermore, many departments do not keep records of film rentals. Attempts to formalize the relationship have been made, but formalization is opposed by those who prefer the "trust" relationship which stimulates good will and sharing.



## PLAN

### 1. College Library

No plans are anticipated since the present system is working very well.

### 2. Learning Assistance Center/Computer-Assisted Instruction Center

No plans are anticipated since the present system is working very well.

### 3. Media/General

The Media Services Advisory Committee will take a more active role in reviewing and placing in priority the requests from faculty for films and other media materials.

There are no plans to alter preview or purchase arrangements now used. Media Services will be computerizing film orders this year with copies of each order sent to each respective department chair with a balance statement.

## STANDARD 6C

LEARNING RESOURCES ARE READILY AVAILABLE AND USED BY STAFF AND STUDENTS BOTH ON AND OFF-CAMPUS.

## DESCRIPTION

### 1. College Library

With the exception of reserved reading materials and some back issues of periodicals stored in the basement, the Library has open stacks with free access. Certificated and classified staff members are available to assist in the utilization and interpretation of the collection.

Library hours are 7:30 A.M. - 10:00 P.M., Monday through Thursday, and 7:30 A.M. - 4:30 P.M. on Friday for a total of sixty-seven hours--longer than any other service area on campus. In addition, the Library opens for one or two Sunday afternoons (1-5 P.M.) during final examination periods.

### 2. Learning Assistance Center/Computer-Assisted Instruction Center

Learning resources are readily available and used by staff and students both on and off-campus. The LAC is open from 8 A.M. to 8 P.M., Monday through Thursday, and from 8 A.M. to 4 P.M. on Friday. (Regular academic year.)

3. Media/General

Media presentation equipment is delivered to classrooms and made ready for instructor use. Television studio production time is reserved through the Media Office staff with final approval by the Assistant Dean who coordinates and supervises the production crews. Requests are screened for appropriateness to the curriculum during the pre-production planning stage. No attempt is made to monitor the "appropriateness" of use made within instructors' classrooms.

**APPRAISAL**

1. College Library

Accessibility to the Library appears adequate at this time.

2. Learning Assistance Center/Computer-Assisted Instruction Center

Because of staffing limitations, the LAC is not open on weekends. More students would have access to the collections if the center could be open until 10 P.M. during the week, and during the day on Saturdays.

3. Media/General

The use of students to deliver equipment is a common practice and is suitable with adequate supervision and if there are enough capable students available at the times of day when most deliveries and pickups are made. The effectiveness of this system varies with personnel involved each semester and untimely deliveries have been a source of faculty complaints.

At present there is sufficient studio time available to satisfy faculty requests but there is an occasional shortage of production personnel who are recruited from television courses taught by the director. The procedure for judging the appropriateness of television productions has not been questioned by faculty. Utilization of the studio by the faculty, however, has been minimal.

**PLAN**

1. College Library

There are no anticipated changes.

2. Learning Assistance Center/Computer-Assisted Instruction Center

When the LAC moves to the new Learning Resources Building, an effort will be made to budget open hours for students and faculty that approximate those of the Library.

3. Media/General

The adequacy, timely availability and utilization of media services materials needs to be improved. The Media Services Advisory Committee will serve as the primary resource group to recommend desired directions in these areas and to develop workshops for faculty to encourage identification, acquisition, and use of such materials.

STANDARD 6D

A PROFESSIONAL STAFF WITH PERTINENT EXPERTISE IS AVAILABLE TO ASSIST USERS OF LEARNING RESOURCES.

**DESCRIPTION**

1. College Library (Description and Appraisal)

The Library provides a packet on Library use to new faculty members. The librarian participates when requested in orientation for new students and faculty. Professional librarians teach library orientation and skills to classes as requested by instructors. No classes are regularly scheduled. Library staffing is below LRACCC guidelines for both certificated and classified staff. The number of student assistants also does not meet Library needs. (See below.) Consequently, there often is inadequate time for working with faculty and for professional development. Several large projects (e.g., planning for the new building, reviewing the entire collection, retrospective conversion of records into machine readable form, planning for automation) have put almost impossible burdens on the staff.

STAFFING: ESSENTIAL SERVICES ONLY

LRACCC GUIDELINES

Total College Enrollment		Certificated Staff		Classified Staff	
LRACCC Guidelines	SBCC	LRACCC Guidelines	SBCC	LRACCC Guidelines	SBCC
5,000 - 9,000	9,975 (Fall 1984)	4	3 FTE 1/2 hourly	6	5

2. Learning Assistance Center/Computer-Assisted Instruction Center

Students from Personal Development classes tour the LAC, and students from classes which use materials in the LAC participate in orientation

sessions. Information about LAC resources occasionally appears in the "Faculty Voice," a publication of the Faculty Enrichment Committee. Faculty in certain areas are invited to review and evaluate these materials.

3. Media Services/General

A faculty handbook describing media services is distributed to all faculty. (Ref. 6, 6D.1.) Workshops and demonstrations are conducted, and all faculty are invited. Information is included in the College's weekly College Memorandum which is distributed by the President's Office. Opportunities to meet with departments have been solicited. Memos are sent to key faculty and administrators. A weekly memo was circulated to all faculty for several years; however, the College Memorandum is now favored as a centralized source of such information.

**APPRAISAL**

1. College Library (See 6D, Description)

2. Learning Assistance Center/Computer-Assisted Instruction Center

Students receive a good orientation to the materials available to them. The College provides professional development grants to faculty to develop materials for the LAC. More could be done to acquaint faculty members with resources.

3. Media/General

Adequacy and appropriate levels of staff have been the subject of considerable commentary, particularly in the repair and delivery components of this service.

**PLAN**

1. College Library

Although requests for increases in staff are made on an ongoing basis, budget constraints have so far prevented the College from increasing Library staff to LRACCC standards.

2. Learning Assistance Center/Computer-Assisted Instruction Center

Efforts will be made to provide faculty with hands-on workshops on a planned periodic basis.

3. Media/General

Examination of the most effective staffing arrangement for media services will be undertaken in the fall of 1985.

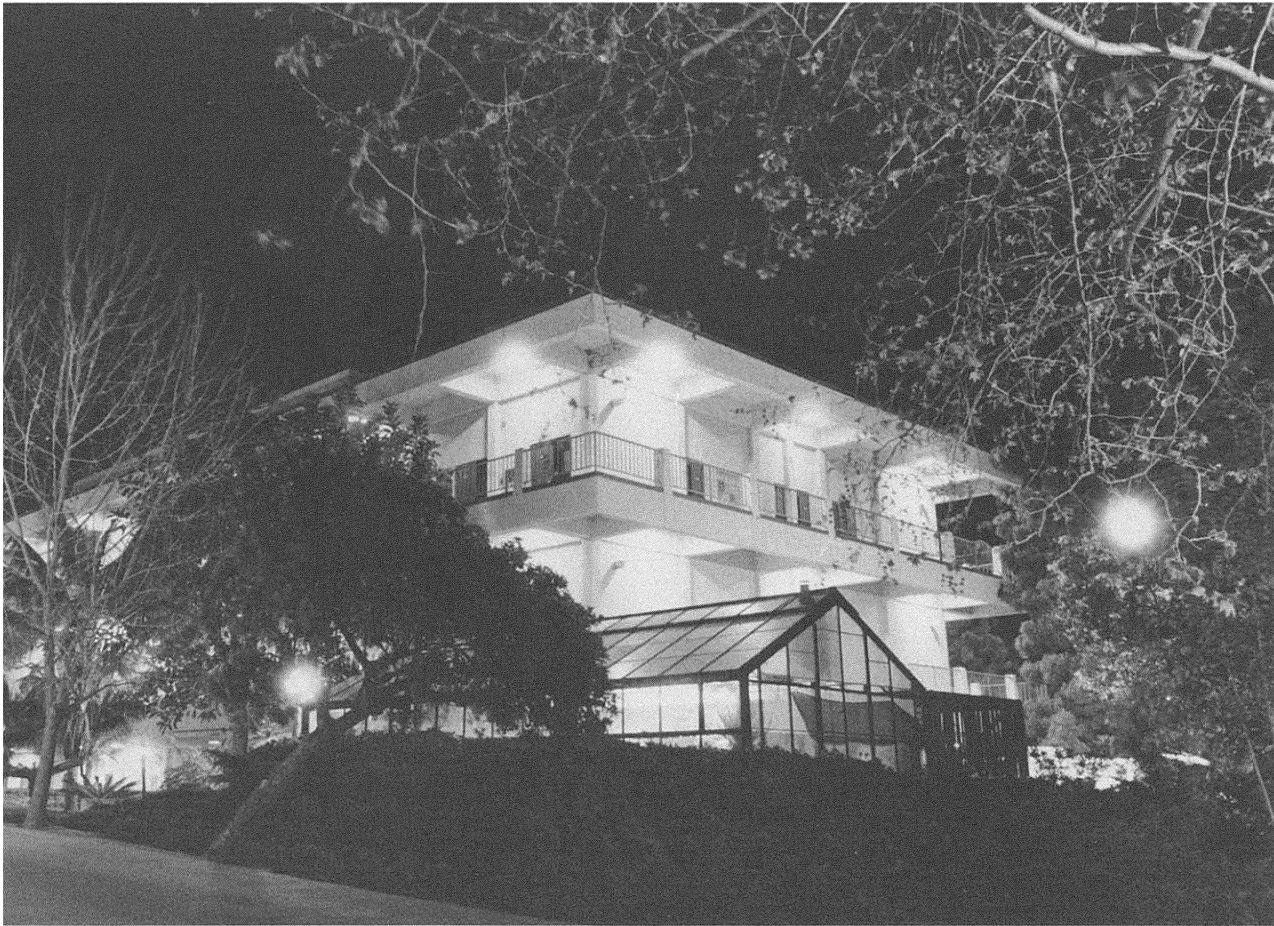
REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 6 - LEARNING RESOURCES

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 6, 6A.1	Plans for New Library
Reference: Standard 6, 6A.2	Three-Year Plan/Library
Reference: Standard 6, 6A.3	Inventory: Learning Assistance Center
Reference: Standard 6, 6A.4	Computer Assisted Instruction Committee Activities
Reference: Standard 6, 6A.5	Areas of Computer Based Learning Activities
Reference: Standard 6, 6A.6	Three-Year Plan/Learning Assistance Center - Computer-Assisted Instruction Center
Reference: Standard 6, 6A.7	Representative Council Report on Media Services
Reference: Standard 6, 6D.1	Faculty Handbook/Media Services

# Physical Resources

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## 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 District is required to follow state facilities standards in development of its facilities. According to state standards, Santa Barbara City College (SBCC) has appropriate classroom and laboratory space, but has an excess of office space. Space for Learning Resources, Audio-visual, Radio, and T.V. is significantly less than standards call for. Balance is not always achieved as some departments have more than adequate space, while others have much less than needed. Based on an analysis in 1982 (Ref. 7, 7A.1), it was found that Hotel/Restaurant Management and Computer Science laboratory spaces are heavily over-utilized, while Business Office Education, Radiologic Technology, Instrumental Music, Geology, and Physics spaces are under-utilized, according to state standards. It would appear in theory that it would be possible to reallocate laboratory space to achieve a better balance among departments. This is, in fact, not feasible because of location of the laboratories, and because they have often been designed for very specific purposes and cannot easily be converted to other uses.

There is significant under-utilization of classroom space in the afternoon. (2:00-6:00 p.m.) State standards assume 70 hours per week of classroom availability. Without a reasonable amount of afternoon use, it is very difficult to meet state utilization standards--a problem which is common among California community colleges.

Prior to 1980, many major maintenance projects were deferred and a "band aid" approach was utilized in responding to complaints. Building and grounds expenditures were historically held to a spartan level, and only safety items were corrected. Roofs were leaking and in disrepair, machinery received only corrective attention, and numerous complaints were logged on the "inadequacy of facilities reports." Universally cited as inadequate were equipment repair and replacement of equipment.

Over the past five years, buildings, grounds, and equipment have received significantly more attention and fiscal resources. In 1979, there was virtually no ongoing budgeted expense for repairs--only emergencies were funded to the extent necessary to solve on a temporary basis, i.e., roofs were patched, not replaced; machinery was "fixed," not repaired.

Since 1980, over \$733,244 has been expended in major and minor repairs to facilities, grounds, and equipment. New and replacement equipment expenditures exceeded \$1,415,380.

Major deferred maintenance items, including roofing, fire alarms, erosion control, mechanical equipment, hazardous/unsafe conditions, parking lots, painting, heating and ventilating have accounted for more than \$750,000 in projects.

The staff for Maintenance and Operations has decreased slightly since 1978, although the total acreage/square footage has increased about 10%. (Ref. 7, 7A.2.)

There are three maintenance personnel to service the three campuses within the District. The seven groundskeepers care for an average of 13.7 acres each. Each of the 24 custodians is responsible for 20,000 square feet of classrooms, corridors, restrooms, etc. It has been calculated that an average of 12 minutes per classroom is allotted for daily custodial services.

A work-order system of needed repairs and maintenance has been refined and a preventative maintenance system implemented. However, much of our maintenance work requiring specialized training/licenses/credentials must be contracted out due to staff limitations.

In 1983, a new Snack Bar was constructed, and the Campus Center kitchen/service area was renovated entirely from Cafeteria income. The Cafeteria and Student Center lobby received a much-needed facelift, including renovation of restrooms, telephone area, lounge, and other adjacent areas.

The addition of the Schott Center (former Garfield Elementary School) replaced the Santa Barbara Street property (914 Santa Barbara Street), and thereby upgraded and modernized the Continuing Education facilities. In a triangular exchange between the Santa Barbara Trust for Historic Preservation, Santa Barbara City Schools, and the College District, a 3.2 acre elementary school was acquired. This complex now houses the administrative offices of the Continuing Education program, 14 classrooms, and The Foundation for Santa Barbara City College.

Off-campus classes are, for the most part, non-credit and change rapidly to meet changing needs of the community. Consequently, the College maintains permanent space at two off-campus centers, and also makes use of facilities such as churches, union halls, high schools, theatres, auditoriums, retirement homes, etc., for much of the dynamic parts of the program. A few credit courses are offered at the Wake Continuing Education Center and at high schools and junior high schools. Facilities are selected on the basis of their physical suitability, convenience to students, and cost to the District.

In 1978-79, there was no safety or security department for the College. Two security guards staffed the gate entrance from 7 a.m. to 10 p.m. (Monday through Friday). The Safety/Security office was established by Dr. David Mertes, previous Superintendent-President, in the 1979-80 year following several instances of violence directed against women students. Much of the lighting around campus was inadequate and existing lighting was poorly maintained. Although energy conservation was acknowledged and many classrooms had been de-lamped and hot water had been turned off, little else had been done to reduce the energy requirements.

Over the next five years, the campus security efforts expanded dramatically with the addition of a Director of Security, the addition of a safety officer who patrolled the campus regularly, a new security vehicle, established procedures for emergencies, inspection and appraisal of unsafe conditions on campus, and a campus Safety Committee. Campus lighting has



been upgraded with the retro-fitting of exterior campus lights with energy-efficient high pressure sodium fixtures in place of the incandescent lighting. Interior lights have been replaced with new energy efficient "watt miser" fixtures where possible. In 1983, a new energy monitoring, fire alarm, and clock system was installed at a cost of \$195,000 which has reduced total energy consumption as indicated below:

#### ENERGY CONSUMPTION

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Electricity (KWH)	4,795,560	4,481,415	4,667,670	4,293,540	3,824,865	3,270,750
Gas (T.U.)	171,377	164,840	195,048	184,534	117,304	117,435
Water (100 CF)	25,093	27,217	25,090	24,578	26,322	26,291

The campus parking program was established in 1984 with the "formal agreement" with the City of Santa Barbara for use of several city parking lots. A user parking fee was established and the fee earmarked and expended on the improvement and maintenance of the parking lots. The repairs, new configuration, and improvement of the parking lots has added over 10% to the parking space inventory without expanding the total area committed to parking. With the increasing incidence of accidents and near-accidents, the campus entrance was modified to permit a two-directional exit from the Mesa campus. Assisted by donated funds and community labor, the improvements enhanced the visual impact of the "front door" of the College.

#### APPRAISAL

In a number of specific areas, the space allocation on the campus is inadequate. Building projects in the planning stages should alleviate these problems in the future. Upon completion of the Learning Resources Center (1988-89), adequate space will be provided for the Library and several instructional support activities. Its completion will permit the College to consolidate Student Services into a centralized area in the vacated Library. Ultimately, retirement of several temporary buildings now used as administrative offices will be achieved. The Interdisciplinary building (1990-91) will provide permanent housing for the three departments to be moved, and will permit the retirement of the remaining structures.

The major question yet to be addressed is how these projects will be financed. Jarvis-Gann (Proposition 13) severely limited the District's ability to raise funds for its share of capital outlay projects. Unless the state changes its basis for sharing costs of building projects, there is some doubt whether it will be possible for the District to follow through on the construction of these projects.

Although dramatic changes in the maintenance of campus and equipment are apparent, much more is necessary merely to maintain existing plant and equipment. Facilities are reaching critical 15-20 year life spans which usually result in the need for more maintenance and repairs.

The present 50/50 match with the State-Deferred Maintenance program has helped, to be sure; however, with a declining enrollment and reduction in reserves, the District matching funds may not be available. Further, in tight fiscal times the maintenance budgets are most often considered vulnerable when put alongside layoffs, staff reductions, and the like.

Having only three maintenance personnel for the size of this District is woefully inadequate. Districts of comparable size and ADA often have five to eight maintenance persons. The staff efficiency has been increased over the past three years, but continued improvement is heavily dependent upon funding this need. Much of the remarkable changes occurring in campus improvements between 1982-85 were through "hourly" assistants and the use of outside contract personnel. Of necessity, these improvements will be curtailed unless additional resources are added for the maintenance of the physical plant and equipment.

With the acquisition and conversion of two abandoned elementary schools to Continuing Education Centers, the District has much improved its ability to serve the community with its non-credit offerings which have always been very much in demand. The space in these facilities is adaptable to an ever-changing program, and the Continuing Education Division will continue to use other community centers for the bulk of its non-credit programs.

#### PLAN

The College has plans to complete the major portions of the original Master Plan since they are still relevant, and since they are required in order to eliminate the remaining temporary structures on campus. In addition, the remaining architectural barriers will be eliminated during the 1984-85 and 1985-86 years, except for access to the P.E. offices and access to the second level of the P.E. complex from the upper campus. A final decision regarding an Educational Conference Center is still pending additional study and a determination of how the funding will be raised. It is assumed that no state aid will be available for this project.

There are at present no plans to change the use of off-campus facilities. The current policy serves the District well and provides an avenue for close cooperation and interaction with the community.

The District will continue to allocate available funds for deferred maintenance on a 50/50 matching basis. Additional maintenance personnel must be added to improve the condition and maintenance of the plant and facilities. A minimum of two maintenance workers is recommended.

The District will continue to recognize and respond to adequate safety and security measures. Regular inspection will be made by competent safety engineers. Further, energy conservation will be implemented with the completion of major energy saving measures in Phase III of the overall plan.

The District Master plan is about 80% completed and full "build-out" of the main campus is described in the Long Range Development Plan (LRDP) (Ref. 7, 7A.3). The plan calls for the addition of the Learning Resource Center, Interdisciplinary and High Tech building, and an Educational Conference

Center. This development over the next five years will allow for the removal of the "temporary" structures on campus. The completion of the Master Plan should adequately house the College program. (Ref. 7, 7A.4)

The District will continue to influence the local elected state officials to try to shift responsibility for major capital outlay to the state. The old formula method (prior to Proposition 13) is no longer applicable and must be changed to reflect a new basis of state match and prioritization.

#### STANDARD 7B

EQUIPMENT NECESSARY FOR THE EDUCATIONAL PROGRAM AND SERVICES IS FURNISHED AND MAINTAINED.

#### DESCRIPTION

The District equipment inventory list, dated June 30, 1984, (Ref. 7, 7B.1) indicates over \$3.5 million of various equipment on the three campuses. During the heavy new construction phase, particularly in the 1970's, each new or modernized building included equipment for instructional purposes.

As technology changes, the high-technology society dictates state-of-the-art equipment in ever-increasing amounts. The District has attempted to keep pace with the expressed needs; however, the ability to achieve this goal has not met the demand.

The allocation of available funds occurs with a formula for (1) replacement of equipment, and (2) through college-wide prioritization for new equipment. Both categories are carefully scrutinized by faculty and administration, recognizing the underfunding of requests; hence, only emergency and necessary equipment are usually considered. Upgrading to state-of-the-art technology has occurred extensively only in computer-related equipment.

Maintenance of existing equipment ranges from either fully-maintained and cared for, to no maintenance. Examples: (1) the audio-visual department has a technician to maintain equipment, while the computer CRT's are not on a maintenance agreement since purchasing of back-up equipment is significantly cheaper, and (2) most elevators are inspected and serviced only quarterly/monthly in order to reduce costs.

Some departments repair equipment themselves or hire the work done from their respective budgets. Others have outside maintenance contracts to maintain their sophisticated equipment.

During the past several years, between \$50,000 and \$100,000 per year has been budgeted for college-wide equipment replacement. Using an allocation formula based on current inventory, the instruction and instructional support programs on campus have generally received approximately 80% of these funds.

The procedure for the allocation and distribution of equipment replacement funds to instructional programs is the following:

1. Initial allocation budgeted.
2. Formula distribution of funds to Instruction, Instructional Support, Student Services and other Support Services units (based on current formulas.)
3. Instructional Dean responsible for resource allocation distributes funds to divisions based on current inventory.
4. Division Deans, Division Chairpersons, and Department Chairpersons jointly co-ordinate the final distribution of funds to departments. This deliberation is based on needs as identified in the three-year department plans as well as unexpected needs which may have surfaced since development of the plan.
5. Division Dean prepares a final distribution of funds to his/her Division and submits this recommended distribution to the Vice-President of Academic Affairs and to the Business Manager for their subsequent review and/or approval.

The upgrading to state-of-the-art technology in computer-related equipment has been carried out as follows:

#### Microcomputer Use - Computer-Assisted Instruction

The growth of microcomputer utilization at SBCC has several facets that have been considered. These facets are inter-related partly because of the people who have been involved in the programs. Three important areas of consideration have been:

1. The efforts of the CAI committee.
2. Utilization by specific departments.
3. Utilization of microcomputers by individual faculty members.

The focus on the efforts of the Computer-Assisted Instruction (CAI) Committee are outlined as follows:

The Computer-Assisted Instruction Committee has been one of the major forces in the exploration and utilization of microcomputers in instruction at SBCC. The CAI committee was established in the Fall of 1980. The objective of the committee was to study the potential of CAI for SBCC.

Fall 1981 - the committee was involved in evaluation and selection of microcomputer hardware. Three Commodore Pets, two Apple II+ microcomputers and two dot matrix printers were purchased.

Spring 1982 - seven members of the committee were involved with the evaluation of CAI software using the microcomputers purchased earlier. The intent of the study was to develop local area "specialists" who could assist other faculty in learning more about CAI.

Fall 1982 - evaluation of CAI and related software and hardware continues.

Spring 1983 - recommendations for the establishment of a CAI Center are

made. Included in the recommendations was the purchase of nine Apple IIe microcomputers and an additional printer. The microcomputers and printer along with a variety of software were purchased.

Summer 1983 - Room H-244 was remodeled and converted from classroom to CAI Center.

Fall 1983 - CAI Committee sponsored a number of workshops during Faculty In-service sessions. The committee's purpose was to introduce a large segment of the faculty to hardware and software which would be available in the CAI Center. The CAI Center was opened in H-244 (Humanities Building.)

Spring 1984 - CAI Center continued to provide service for students in a variety of areas. Major emphasis was support for courses that were using the center as part of their required activities. In addition, student oriented word-processing activities began to flourish.

Fall 1984 - CAI Center was the focus of two new courses:

1. An experimental English I class used the center as its base for word-processing and evaluation of the practicality of using computers in the composition course.
2. Accounting on Microcomputers used the CAI Center for both a classroom and a laboratory.

The number of different courses utilizing the center on a partial basis continued to grow. In addition to the above courses, eighteen other courses utilized the center at different times during the semester.

Plans were made and finalized to establish two new satellite CAI labs, one for Accounting, and one for English Composition.

Spring 1985 - English and Accounting labs were successfully opened. An additional experimental course was added to the CAI Center - Graphics Production 5 - Graphics Applications on a Microcomputer.

## APPRAISAL

Assuming that the life of most equipment is 7-10 years, the District should replace about \$0.5 million of equipment each year (allowing for inflation/technology advances.) Over the past five years, the District has averaged between \$75,000-150,000 per year in equipment replacement. In the past five years, however, a commitment was made to expand computer technology throughout many disciplines and activities of the District. Over \$800,000 was committed to upgrade our computer technology and competency.

Due to fiscal restraints, all new and replacement equipment has been deleted from the 1985-86 fiscal budget, a dilemma also faced by many other community college districts.

Repair and maintenance on campus varies from very careful to casual. Oftentimes the only maintenance which occurs is to fix something that is broken or malfunctioned, rather than implementing a planned preventive-maintenance program. Consequently, this can result in "knee-jerk" reactions

to emergency situations.

Funding is inadequate for maintenance, replacement of new equipment and/or purchase of modernized new equipment. Constrained by available fiscal resources, the District has been forced to give these items lesser priority in comparison to personnel needs within the College's instructional realm. Continued deterioration of District equipment will occur unless this problem is remedied. The Administration and Board of Trustees are cognizant of the dilemma in which we have been placed, and are grateful to the committed staff who have continued to show great commitment toward excellence.

## PLAN

The State Chancellor's Office has requested \$8 million in replacement needs for 1985-86. The District is supportive of this legislation and recognizes this vehicle as the best alternative for needed relief for 1985-86. The Administration and Board of Trustees will continue their attempts to influence the legislature and the community at large to resume a needed impetus toward adequate funding to maintain the community college as an institution capable of educating our citizens within a progressive and realistic physical and educational framework.

## STANDARD 7C

COMPREHENSIVE PLANNING FOR DEVELOPMENT AND USE OF PHYSICAL RESOURCES IS BASED ON EDUCATIONAL PLANNING.

## DESCRIPTION

In 1974, the Board of Trustees adopted a Campus Master Plan (Ref. 7, 7A.3) which was designed to provide facilities for a balanced, comprehensive educational program. The Master Plan was evolved from a lengthy study of Goals, Objectives, and Organization involving the staff, administration, students and community. Building spaces were allocated on the basis of expected long-term program growth.

This plan was followed very closely until 1978, when the Jarvis-Gann (Proposition 13) initiative and the economic state of the state put a virtual halt to all new construction. The remaining construction that is planned is still essentially in accordance with this Master Plan. A new Learning Resource Center is to be built on the West Campus, and the old Library will be remodeled to accommodate a central Student Services facility. This project will permit retiring of five temporary buildings and two trailers, and the reassignment of one temporary structure to non-instructional use. This project is expected to begin working drawings in 1985-86.

An Interdisciplinary Building will also be built on the West Campus to house English, Mathematics, and Social Science Departments, all of which are now housed largely in temporary buildings. This building will be about 20,000 ASF, and will be located adjacent to the new Learning Resources Center. It will permit the demolition of the remaining temporary buildings.

One additional West Campus facility that was in the original Master Plan is no longer expected to be built as planned. This is a Fine Arts Building, adjacent to the Drama-Music complex, which would complete the major portions of the Plan. It is now believed that such a move would be expensive and inconsistent with present instructional priorities. As now envisioned, this structure will be replaced with an addition to the Interdisciplinary Building and will house disciplines as yet to be determined, but probably Computer Science and others.

The original Master Plan set aside land for a community-funded Performing Arts Center. It no longer appears that the community is interested in proceeding with this project in this location, so the Board of Trustees is considering alternatives, among which are an Educational Conference Center which would be run as a part of the Hotel-Restaurant Management program.

Space is re-allocated to accommodate changes in programs, such as the conversion of the Dental Assisting Lab to house Computer Assisted Design, and conversion of space in the Wake Adult Center for Computer Science instruction.

As major projects reach the stage of preliminary planning, an ad hoc committee is formed consisting of faculty and administrative personnel having an interest in the building. Accordingly, for example, the Learning Resources Center committee included staff from the Library, Media, Learning Assistance Center, Tutorial Center, Computer Assisted Instruction, and Reading/Study Skills Center. An additional Facilities Planning Committee reviews and recommends changes to the Master Plan and the Secondary effects of the major building projects in the light of current needs. This committee consists of faculty, administrators, and students, and is an ongoing committee of the College.

## **APPRAISAL**

The original 1974 Master Plan has been nearly completely updated, and with the completion of the Learning Resources Center and the Interdisciplinary Center and the secondary effects of these projects, the only remaining project is a proposed addition to the Interdisciplinary Center for as yet undetermined uses. This plan has proved to be a good plan which has withstood the test of time. No significant additional projects are foreseen in the near future.

## **PLAN**

The only plans existing at this time are to complete the two major projects listed above, and to eliminate the last of the architectural barriers to the handicapped.

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 7 PHYSICAL RESOURCES

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 7, 7A.1	Facilities Utilization Analysis, Part I: Instructional Space, Fall, 1981, Research Report 1-82A, March, 1982.
Reference: Standard 7, 7A.2	Business Services Annual Report
Reference: Standard 7, 7A.3	Long Range Development Plan and Environmental Information for Santa Barbara City College, Main Campus (Hearing Draft), June, 1985.
Reference: Standard 7, 7A.4	Master Plan for Santa Barbara City College, September, 1974.
Reference: Standard 7, 7B. 1	Equipment Inventory List, June 30, 1984.



# Financial Resources

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## STANDARD 8A

FINANCIAL RESOURCES ARE SUFFICIENT TO SUPPORT INSTITUTIONAL OBJECTIVES, MAINTAIN THE QUALITY OF ITS PROGRAMS AND SERVICES, AND SERVE THE NUMBER OF STUDENTS ENROLLED.

### DESCRIPTION

Prior to Proposition 13, the local community college districts had the ability to establish local tax rates to augment State financing with local funds. Districts were able to assess the programmatic needs of their service areas, develop curricula to fill the needs, and establish a funding level to accomplish their mission. Fiscal stability was more or less assured through this historical funding mechanism operable for the prior 70 years.

Since the passage of Proposition 13 in 1978, the California community colleges have experienced the most volatile fiscal period in the history of the system. The first year of the proposition, the legislature prorated \$4 billion (approximately) in "bail out" block grants to fund schools from State surplus. In 1979, A.B.-8 (two-year legislation) was enacted by the legislature which built historical costs into an ADA formula basis with growth or decline computed at a 2/3 marginal cost rate. By 1981 each district was limited to an ADA growth "cap" which, if exceeded, would not yield additional state revenues. Non-credit ADA was funded at a flat \$1,100 per ADA regardless of historical costs. The 1982 year brought a statewide reduction of \$30 million for funding of recreational/vocational-type classes. In 1983, A.B.-851 was enacted which established a base year of 1982-83 and subtracted local property tax receipts from state apportionment eligibility. Equalization funding was introduced and credit/non-credit ADA bases were established. In 1983-84 the highly partisan debate over Community College fees resulted in an initial cut of 7.8 percent. (By mid-year the fiscal picture changed and the governor/legislature restored the massive cuts.) In 1984, the legislature established mandatory general student fees for all students, and most district fees were eliminated by the legislation.

Each year since 1980 there have been major changes in the funding mechanism and increased statewide controls, formulas, and restrictions. Planning from year to year has been extremely difficult in an environment of constant flux and fiscal instability.

1. Enrollment - 1978-1985

Enrollment is the critical element of the state funding mechanism. From a low point in 1978-79 of 6715 ADA, the District enrollment peaked in 1981-82 at 8954 ADA. Enrollment (ADA) varied as follows:

	<u>Credit ADA</u>	<u>Non-Credit ADA</u>	<u>Total ADA</u>	<u>Funded ADA</u>	<u>Unfunded ADA</u>
1978-79	5584	1131	6715	6715	-0-
1979-80	5647	2049	7696	7696	-0-
1980-81	6443	2280	8723	8723	-0-
1981-82	7081	1873	8954	8639	315
1982-83	7076	1623	8699	8482	217
1983-84	6892	1630	8522	8482	40
1984-85	6527	1825	8352	8352	-0-

As noted in the above, for three years the District exceeded the enrollment "cap" and was funded the full entitlement. In 1983-84 SBCC was one of only 11 districts that attained the ADA; the other 59 districts fell short in enrollment. For the 1984-85 year enrollment declined by 2.0 percent (1.5 percent below the cap).

2. Fiscal Effects

During the past five years, in spite of fiscal instability, the District has been able to live within its income. As shown below, income exceeded expenses by over \$200,000 for the 1980-85 period.

SUMMARY 1980 - 1985

	<u>Income</u>	<u>Expenses</u>	<u>Over/(Under)</u>
1980-81 (actual)	\$16,187,489	\$15,786,250	\$401,239
1981-82 (actual)	17,052,854	16,871,807	181,037
1982-83 (actual)	17,073,563	17,381,658	(308,095)
1983-84 (actual)	17,411,467	17,116,443	295,024
1984-85 (proj.)	18,903,470	19,270,824	(367,354)
			<hr/>
			\$201,851
			<hr/>
			<hr/>

As shown in the five year income/expense comparisons above, the percentage of total income from the state has actually declined from 75.9% (1980-81) to 67.6% (1984-85) due mainly to additional fees and increases in property taxes. Local income has actually increased from 19.5% (1980-81) to 29.0% (1984-85) for the same reasons. (Note: Prior to Proposition 13, approximately 39% of the total District income was from local income -- property taxes and fees.)

The shift in the local percentage has not had an effect on the District's ability since the ADA formula basis combines state and local

revenue sources into an apportionment mechanism. Increase in local revenue only means less state contribution to community college apportionment.

a. Five-Year Income Expense Comparisons  
July 1, 1980 - June 30, 1985

GENERAL FUND										
	ACTUAL 1980-1981	% OF INCOME	ACTUAL 1981-1982	% OF INCOME	ACTUAL 1982-1983	% OF INCOME	ACTUAL 1983-1984	% OF INCOME	BUDGET 1984-1985	% OF INCOME
NET BEGINNING BALANCE	\$ 1,312,088		\$ 1,797,632		\$ 1,780,209		\$ 1,556,817		\$ 1,686,195	
<b>INCOME</b>										
Federal	\$ 721,854	4.5	\$ 702,724	4.1	\$ 720,408	4.2	\$ 577,016	3.3	\$ 628,731	3.3
State	12,291,848	75.9	12,333,059	72.3	12,108,128	70.9	11,999,041	68.9	12,785,435	67.6
County	10,576	-1	7,405	-1	13,687	-1	11,276	-1	11,000	-1
Local	3,163,211	19.5	4,009,626	23.5	4,231,340	24.8	4,824,134	27.7	5,478,304	29.0
TOTAL INCOME	\$16,187,489	100.0	\$17,052,854	100.0	\$17,073,563	100.0	\$17,411,467	100.0	\$18,903,470	100.0
Transfer From Other Funds	\$ -0-		\$ -0-		\$ -0-		\$ -0-		\$ 32,410	
INCOME, TRANSFERS & BEGINNING BALANCE	\$17,499,577		\$18,850,486		\$18,853,772		\$18,968,284		\$20,622,075	
<b>EXPENDITURES</b>										
Certificated Salaries	\$ 7,594,721	46.9	\$ 8,103,097	47.5	\$ 8,126,562	47.6	\$ 8,012,748	46.0	\$ 9,007,076	47.7
Classified Salaries	3,466,138	21.5	3,617,214	21.2	3,654,788	21.4	3,588,880	20.6	4,054,933	21.5
Employee Benefits	1,863,051	11.5	1,882,279	11.0	1,909,038	11.2	2,057,451	11.8	2,341,306	12.4
Supplies	618,591	3.8	589,949	3.5	671,834	3.9	768,186	4.4	846,441	4.5
Equipment Replacement	25,674	.2	105,340	.6	86,658	.5	132,283	.8	97,251	.5
Contracted Services	1,369,876	8.5	1,740,204	10.2	1,816,042	10.6	1,881,291	10.8	2,257,487	11.9
TOTAL CURRENT EXPENSES	\$14,958,051		\$16,038,083		\$16,264,922		\$16,440,839		\$18,604,494	
Capital Outlay	\$ 707,846	4.4	\$ 726,973	4.3	\$ 998,728	5.8	\$ 566,006	3.3	\$ 586,330	3.1
Tuition Transfers	22,407	.1	2,800	.0	-0-	-0-	-0-	-0-	-0-	-0-
Student Financial Aid	97,946	.6	103,961	.6	118,008	.7	109,598	.6	80,000	.4
TOTAL EXPENDITURES	\$15,786,250	97.5	\$16,871,817	98.9	\$17,381,658	101.7	\$17,116,443	98.3	\$19,270,824	102.0
Transfer To Other Funds	\$ -0-		\$ 372,440		\$ -0-		\$ 165,646		\$ 387,710	
<b>ENDING BALANCE</b>										
Board Operating Contingency	\$ 789,313		\$ 812,213		\$ 869,083		\$ 855,822		\$ 963,541	
Restricted Funds	-0-		-0-		-0-		44,218		-0-	
Other Reserves	924,014		794,016		603,031		786,155		-0-	
EXPENDITURES, TRANSFERS & ENDING BALANCE	\$17,499,577		\$18,850,486		\$18,853,772		\$18,968,284		\$20,622,075	

A major factor affecting the ability of the District to meet expenses is the inflation of costs. During the five-year period, inflation increased approximately 37%. (Source: Labor Dept. - L.A. Times, (1980-1985), 1/25/85). Although it is difficult to compute the actual inflation allowed by the state, it is estimated district revenue for the same period increased only 24%. The District could not begin to keep abreast of the inflation costs from 1980 to 1985 since the state funding formula did not fund the district at the inflation rate level.

Expenses in several categories continued to escalate dramatically (i.e., utilities - 50%, supplies - 36%) which meant less was available for salaries (24%) and benefit (26%) increases. The average employee raises over the period increased as follows:

1980-81	9% on the schedule
1981-82	5% on the schedule
1982-83	0% (2% one time only)
1983-84	0% (2% one time only)
1984-85	<u>10%</u> (9% on the schedule)

24.8% (Compounded)

Although the District was unable to match the inflation rate over the period, the amount expended for salaries and benefits increased slightly when taken as a percentage of total income as shown below:

<u>Year</u>	<u>% of Income (Salaries and Benefits)</u>
1980-81	79.9%
1981-82	79.7%
1982-83	80.2%
1983-84	78.4%
1984-85	81.5%

The most dramatic fluctuation occurred in Capital Outlay. During the past five years the District has established a Designated Reserve fund for self-insurance and deferred maintenance. In 1981-82 \$372,440 was transferred to the Designated Reserves and another \$165,646 in 1983-84. In anticipation of Learning Resources Center (LRC) construction, \$387,710 was transferred to the construction reserves in 1984. Following the sale of the 914 Santa Barbara Street property, the third campus (Alice Schott Continuing Education Center) was purchase and modernized. Three major computer systems were purchased and three other computer labs were established for computer-assisted instruction. The laboratory for Hotel and Restaurant Management (HRM) was completely modernized and a Snack Bar added. Deferred maintenance and maintenance efforts were increased dramatically.

In 1980-81 the current cost of education was \$1,715 per ADA, or 67th among the 70 community college districts in the state. By 1984-85, the current cost of education in the budget is \$2,193 per ADA (projected at 65th statewide.) The district is still very efficient in terms of the cost per ADA of educating a student.

c. District Reserves General Fund

The District has been able to maintain at least a 5% Contingency Reserve in the General fund.

Date	Net. Beg. (1) Balance	Income	Expenses	Ending Balance	Percent Reserve
7/1/79	\$ 680,559	\$14,133,022	\$13,461,346	\$1,352,235	10.0%
7/1/80	1,312,088	16,187,489	15,786,250	1,713,327	10.9
7/1/81	1,797,632	17,052,854	16,871,817 (2)	1,606,229	9.5
7/1/82	1,780,209	17,073,563	17,381,658 (3)	1,472,114	8.5
7/1/83	1,556,817	17,411,467	17,116,443 (4)	1,686,195	8.5
7/1/84	1,686,195	18,935,880	19,270,824 (4)	963,541 (5)	5.0

- (1) Net beginning balance includes receivable and payable adjustments occurring during the subsequent year, and includes prior year adjustments.
- (2) Plus \$372,440 transferred to Designated Reserves for Deferred Maintenance and self-insurance.
- (3) Plus \$165,646 transferred to Designated Reserves for CAI, parking lot repairs, and other major capital projects.
- (4) Plus \$387,710 transferred to Construction Reserves for Library/LRC project.
- (5) Projected ending balance on the 1984-85 budget.

d. Bonded Indebtedness

All bonded indebtedness of the District was folded into the property tax rate prior to Proposition 13. The purchase of West Campus and several other legal obligations are outstanding and being paid by the County Auditor through local tax collections.

AMOUNT OUTSTANDING AS OF JUNE 30, 1984:

Combined High School and Junior College

Issued between 10/10/59 and 5/15/64  
 Maturing between 10/10/84 and 5/15/89  
 Amount Outstanding (College Share) \$ 751,863

Santa Barbara College #2

Issued 8/1/69  
 Maturing 8/1/93  
 Amount Outstanding \$ 500,000

Santa Barbara Community College District

Issued between 2/1/73 and 3/1/75  
 Maturing between 3/1/85 and 8/11/98  
 Amount Outstanding \$3,067,000

TOTAL AMOUNT OUTSTANDING AS OF JUNE 30, 1984: \$4,318,863

e. Insurance

The District insurance program includes the following:

All Risk (real and personal property) (\$12,000,000 insured occurrence) \$10,000 deductible/occurrence	\$45,248,098
Liability (combined comprehensive) \$10,000 deductible/occurrence Includes auto	\$10,000,000
Boiler and machinery	\$ 1,000,000
Employee blanket bond	\$ 100,000
Employee travel accident	\$ 500,000
Employee workers/compensation (self-insured JPA)	Statutory
Student accident	\$ 100,000

**APPRAISAL**

The APPRAISAL of this standard is included in the DESCRIPTION of financial resources as they relate to the support of institutional objectives of the college.

**PLAN**

As described in the description section, the key element of funding is stable enrollment. Although the College has been able to maintain enrollment in the past five years, that ability in the future is seriously influenced by the general decline of enrollment in higher education and specific demographic trends in the Santa Barbara service area. Enrollment is likely to decline unless the District makes a concerted effort to bolster the enrollment. Plans are as follows:

- .. An increased "marketing" effort has been initiated to promote the College programs to maintain ADA.
- .. The 1985 summer offerings will be increased in both credit and non-credit classes.
- .. The 1985-86 budget will be reduced to recognize the decline in enrollment and revenue shortfall projected for the fiscal year.
- .. Continue to influence the legislature to provide "adequate" (and a "fair-share") of funding for the community college segment of higher education.
- .. Each instructional program will be evaluated with emphasis on future potential to determine which programs should be reduced, increased, or deleted.

- .. The District will analyze the extent to which it has declined in relative position in faculty and staff salaries with a commitment to restore the former levels.

STANDARD 8B

FINANCIAL PLANNING IS BASED ON EDUCATION PLANNING IN A PROCESS INVOLVING BROAD STAFF PARTICIPATION.

**DESCRIPTION**

Financial planning guidelines are distributed each year by the Superintendent/President. The foundation of planning is the College Mission, and the Statement of Institutional Directions. Past progress on planning goals and objectives are evaluated and objectives established for the next three years. These objectives are accompanied by a delineation of resources needed to accomplish the objectives in terms of personnel, equipment and facilities. Finally, the program plans are formulated into a budget request for the coming fiscal year. The plans and budget requests are reviewed extensively by the College Planning Committee (CPC) and the President's Cabinet, as shown in the Budget Calendar. A detailed session with the Board Fiscal Subcommittee is held prior to Board of Trustees' approval of the Tentative Budget. Final budget adoption occurs prior to September 8 of each fiscal year.

The following is the Planning/Budget Calendar as adopted by the College Planning Committee (CPC) for the 1985-86 Budget Year.

<u>Task</u>	<u>Completion Date</u>	<u>Responsibility</u>
1. Calendar approval.	10/2/84	Supt./Pres.
2. CPC first meeting, outline of planning process.	10/2/84	CPC Chair
3. Define planning/budgeting assumptions.	10/16/84	CPC
4. Finalize recommendations on planning process.	10/16/84	CPC
5. Planning budget ready.	11/5/84	Business Services
6. Finalize Statement of Institutional Directions.	11/13/84	CPC
7. Planning materials to Cost Centers.	11/19/84	VPs, Business Manager, Asst. to Supt./Pres.
8. Review completed and Admin. unit summaries prepared.	1/25/85	VPs, Business Manager, Personnel, Asst. to Supt./Pres.
9. College Plan Summary completed.	2/15/85	Asst. to Supt./Pres.
10. CPC evaluation/review and recommendations regarding plans and budget requests.	3/19/85	CPC



- |  |         |   |
|--|---------|---|
| 11. Plan & Preliminary Budget to Superintendent/President. | 3/29/85 | CPC   |
| 12. Preliminary Budget to Cost Centers.                    | 4/12/85 | VPs, Business Manager, Asst. to Supt./Pres. |
| 13. Tentative Budget to Board.                             | 6/27/85 | Supt./Pres.                                 |
| 14. Final Budget to Board.                                 | 8/22/85 | Supt./Pres.                                 |

Extensive involvement at all levels of the College from various departments through the Board of Trustees reflects the Mission of the College, the District Master Plan, and eventually priorities affecting the budgeting process.

#### APPRAISAL

The development of the District budget begins with the development of the instructional programs and support service plans. A "long-range" three-year program is developed and implemented if possible. True long-range planning is virtually impossible, however, with the funding fluctuations experienced in the past five years. (See Standard 8A.)

#### PLAN

1. Continuation of extensive involvement at all levels in the District is essential, and will continue for the purpose of communicating and promoting understanding of the fiscal problems facing the District.
2. Since the College Planning Committee (CPC) is the most influential planning body in the District, as an advisory group to the Superintendent/President, it will continue to be fully apprised of the fiscal picture and enrollment patterns.
3. Uncertainties in funding suggest the continued need to place in priority class offerings and support services so that if fiscal crises occur, a plan for cutbacks will have been established prior to the need.
4. The College will continue its participation in the Statewide Task Force on Comprehensive Planning. This will require that planning be extended to five years and that increased attention be given to the second year, especially regarding topics having state budget implications.

#### STANDARD 8C

BUSINESS MANAGEMENT OF THE INSTITUTION EXHIBITS SOUND BUDGETING AND CONTROL, AND PROPER RECORDS, REPORTING, AND AUDITING.

#### DESCRIPTION

The District has acknowledged that sound fiscal planning evolves from long-range program planning. As illustrated in the 1985-86 planning guidelines, the budget recommendations follow prioritization of program changes (Ref. 8, 8C.1).

Once adopted by the Board of Trustees, the Final Budget is administered by respective administrators and department heads. The Business Manager is the chief fiscal officer and is assisted by appropriate staff (Ref. 8, 8C.2) to accomplish the various fiscal functions under procedures established in the State Accounting Manual - CCC, the Education Code, Chancellor's Office directives, County Schools procedures and local Board policies.

Monthly budget reports form the basis for budget control. Each Cost Center receives a summary update with detailed expenditures as a supplemental. Summary reports also go to Vice Presidents, the Business Manager and the President (Ref. 8, 8C.3). Quarterly the Board of Trustees reviews the financial statements (Ref. 8, 8C.4).

Annually all funds are audited by an independent certified public accountant (CPA) as required by law. The CPA reviews attendance records, course approvals, financial transactions, the trial balances, internal controls, budget approvals, etc. Finally, the firm renders an opinion about the financial records of the District (Ref. 8, 8C.5).

The Business Manager provides a continuous internal review of fiscal activities. Regular external monitoring also occurs through the County Superintendent of Schools, County Counsel, the Chancellor's Office, various other State offices, and governmental agencies.

The financial system is maintained by Central Coast Computing Authority (CCCA) on the HP-3000. The payroll system is maintained by the County Superintendent of Schools. Both systems provide an automated audit trail for all fiscal transactions.

As described in section 8A, the District has lived within its income over the past five years. During this entire period of fiscal instability, the District maintained at least 5% contingency reserves in every year and did not utilize any reserves for current operations.

Income/expense comparisons are summarized for 1980-85 in section 8A and a more detailed report of all funds is referenced (Ref. 8, 8C.6).

#### **APPRAISAL**

Despite the inability of the District to anticipate the resources available more than a year in advance, the results during the past five years have been quite remarkable (described in Standard 8A).

Contingency reserves still represent 5% of the fiscal budget. Actual income exceeded expenses over the past five years. The District has established a Learning Resource Center reserve for LRC construction in 1986-87. Deferred maintenance expenditures exceeded \$750,000 in the past five years.

**PLAN**

The fiscal integrity of the District will be maintained, insofar as possible, through prudent fiscal practices and Board of Trustee policies. Deficit financing will be avoided so that fiscal stability will not be in question.

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 8 - FINANCIAL RESOURCES

<u>REFERENCE</u>	<u>ITEM</u>
Reference: Standard 8, 8C.1	Planning Guidelines 1985-88, Santa Barbara City College
Reference: Standard 8, 8C.2	Business Services Organization Chart
Reference: Standard 8, 8C.3	Example - Monthly Budget
Reference: Standard 8, 8C.4	Quarterly Report
Reference: Standard 8, 8C.5	Annual Audit
Reference: Standard 8, 8C.6	1980-85 Comparison -- all College funds
Reference: Standard 8, 8C.7	Annual Budget, 1984-85
Reference: Standard 8, 8C.8	Annual Budget, 1983-84
Reference: Standard 8, 8C.9	Annual Budget, 1982-83
Reference: Standard 8, 8C.10	Annual Budget, 1981-82

# Governance and Administration

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## STANDARD 9A

THE BOARD OF TRUSTEES ESTABLISHES BROAD POLICIES TO GUIDE THE INSTITUTION, SELECTS AN EFFECTIVE CHIEF EXECUTIVE OFFICER AND ADMINISTRATION, APPROVES EDUCATIONAL PROGRAMS AND SERVICES, SECURES ADEQUATE FINANCIAL RESOURCES AND ENSURES FISCAL INTEGRITY; AND 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, WITH UPHOLDING ITS EDUCATIONAL MISSION AND PROGRAM, WITH ENSURING COMPLIANCE WITH LAWS AND REGULATIONS, AND WITH PROVIDING STABILITY AND CONTINUITY TO THE INSTITUTION.

### DESCRIPTION

The Board of Trustees consists of seven members elected from five trustee districts to staggered terms, ensuring continuity. Three of the members have served on the Board continuously since the district was formed in 1965. Two of the others have served twelve years, and the total experience of the Board members exceeds 100 years. A non-voting student member is elected each year by the students, and sits with the Board at all meetings.

Board meetings are normally scheduled twice each month. Subcommittees on Finance, Educational Policy, and Facilities meet as necessary (usually at least every two months) to preview and discuss issues, in depth, and items that will later be considered by the full Board. In addition, the Board holds retreats with the Superintendent-President twice per year. Several Board members serve on statewide committees, and one is on the Board of the California Community College Trustees (CCCT). All Board meetings are attended by the Academic Senate and Associated Students' Presidents, and there is an item on the agenda of each meeting for each to make a presentation on topics of their choice. These officers are also invited to all Board subcommittee meetings and are free to engage in discussions that ensue.

Since the last accreditation visit, the Board has appointed a new Chief Executive Officer, with substantial involvement of faculty in the selection process. It has also approved extensive changes in academic and student services structure designed for better accountability, efficiency, and communication. Instructional departments have been organized into Divisions, and Deans of Instruction have been delegated line responsibility for groups of divisions and instructional support services.

In Student Services, what were separate activities directly responsible to the Vice-President have now been grouped into three major areas, each responsible to its own administrator.

The Board has an anti-nepotism policy and members must file regular statements regarding conflict of interest and financial disclosure. All meetings of the Board and its subcommittees are open except for sessions which are properly closed under provisions of law and with personnel matters or litigation. Board policies are spelled out in detail in the District Policy Manual (Ref. 9, 9A.1.)

## APPRAISAL

The Board has very effectively discharged its responsibilities to set educational policy, select administrators, approve programs, assure fiscal stability, and establish effective planning. Santa Barbara City College (SBCC) has operated within its fiscal resources every year, even through the recent period of severe fiscal crisis. The Board is kept very well informed on campus matters through its subcommittees and regular meetings, and appropriately defines policy in all areas. It provides support to the administration for the conduct of the affairs of the College. There is no evidence of destructive personality conflicts or private agendas among the members, and the members effectively represent the interest of the College to the community.

## PLAN

The College will continue to operate as above, except that the Board subcommittee structure will be examined to see if other or additional subcommittees would be valuable. Board retreats will also be evaluated for ways to improve them, and the College will be alert to opportunities for Board members to participate in conferences and other activities that would enhance their ability to discharge their duties.

## 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 administrative structure of SBCC consists of four major units - Instruction (Credit), Continuing Education (Non-credit), Student Services, and Business Services - in addition to the President's Staff which includes Personnel/Affirmative Action, Planning, Research and Data Processing, College Information, and Publications. In general, administrators at SBCC tend to see their leadership roles based primarily on facilitating broad involvement of faculty and staff in achieving consensus on defined objectives and methods to achieve them. Most problems and disagreements are resolved through collegial processes and consensus recommendations are brought to the President and his Cabinet and the Board. Resource allocation is a function of the broadly representative College Planning Council, subject to review by the Cabinet, Superintendent, and Board.

Of the five most senior administrators, two have been with the College for at least twenty years each, and three have doctorates. Administrators are very active in the community, serving in service clubs and Chamber of Commerce, non-profit boards and other organizations. Regular management breakfast meetings are held to develop a sense of team identity and to present speakers on various topics related to management. Many of the college administrative officers are involved and active in outside activities

related to their administrative roles, e.g., College and School Business Officers (CASBO), Association, California Community College Administrators (ACCCA), California Association of Community Colleges (CACC), Extended Opportunity Programs and Services (EOPS), Southern California Community College Institutional Research Association (SCCIRA), Chancellor's Planning Task Force, and others.

Recent reorganizations in Instruction and Student Services have created a structure which more clearly delineates lines of responsibility and authority, and assures proper accountability.

## APPRAISAL

In general, it can be said that the administration at SBCC is highly qualified, and works well with faculty and support staff to carry out the mission of the College efficiently and effectively. There is a good balance of relative importance of human, physical, financial resources, in spite of severe strains due to erratic and meager funding patterns over the past six years. The College has undergone no personnel layoffs, owing largely to the conservative fiscal position taken by the Board and the administration. There has been no serious polarization between faculty and administration at SBCC.

## PLAN

The College will continue to foster good leadership and planning, and will look for more opportunities for development of leadership. In the next year, increased emphasis will be placed on evaluation of educational outcomes.

### STANDARD 9C

THE ROLE OF FACULTY IN INSTITUTIONAL GOVERNANCE IS CLEARLY DEFINED.

## DESCRIPTION

In addition to the involvement of faculty in activities noted above, the College operates with an extensive network of college and Academic Senate committees. All have substantial faculty representation, and many are entirely made up of faculty members. These committees consider in-depth recommendations in specialized areas, and these recommendations are passed along through appropriate channels for further consideration.

The Academic Senate President serves on the President's Staff and the College Council, and meets weekly with the President of the College. The College Planning Council, the principal planning body of the College, includes three faculty members chosen from the Division chairs in addition to the Academic Senate President.

The committee structure was clearly defined during the past academic year. The functions and make-up of each committee were delineated with substantial



co-operation and assistance from the Academic Senate's Representative Council. (Ref. 9 9C.1)

The faculty has not elected to be represented in collective bargaining by any organization. An Instructors' Association, separate from the Academic Senate, serves as the faculty voice in the "meet and confer" process to determine salary and benefits.

The President meets at least once each year with each division or with individual departments to discuss the concerns and interests of the faculty of these groups on a more intimate level.

#### **APPRAISAL**

The system works quite well, with everyone having an opportunity to participate to the extent he/she desires in the decision process. There have been no serious difficulties arising from lack of opportunity for faculty concerns to be heard nor from inability to promulgate information on what is happening within the college community.

#### **PLAN**

There is no plan for substantial change. The committee structure is always subject to evaluation and change, and ad hoc committees are frequently formed to deal with special short-term problems and issues. These committees also have significant faculty representation.

#### STANDARD 9D

**THE ROLE OF SUPPORT STAFF (NON-FACULTY STATUS) AND OF STUDENTS IN INSTITUTIONAL GOVERNANCE IS CLEARLY DEFINED.**

#### **DESCRIPTION**

Many of the committees referred to above, including CPC, have classified representation. In addition, students are invited to join many of the committees. The Associated Students organization has a very active Senate, and the students have a non-voting position on the Board of Trustees. The AS President usually attends Trustee meetings and is invited to make a presentation. Classified staff have voted to be represented by the California School Employees Association in collective bargaining with the district.

#### **APPRAISAL**

Classified participation is probably appropriate although the President is open to suggestions regarding ways in which this group can be more effectively involved. Student involvement in governance, on the other hand, has always been poor. The student elections generally draw only a small

fraction of the students, and invitations to students to become more involved in committees have usually brought out the same few students for each position.

The one way in which students have been very involved and active is through discipline-related clubs, e.g., Computer Science, History, Geology. Many of these clubs have been very successful and students have been very active in club activities, including fund raising, theme events, and even publication of a newsletter. Nursing students are involved within their own discipline by participating in nursing faculty and curriculum meetings as well as their own social events.

#### **PLAN**

The College will continue to seek ways to encourage student participation on college committees and to seek other ways in which students would be interested in participating in decision processes on the campus. It is very possible that the best vehicle for this may be the clubs or within particular disciplines. This will be looked into during the coming year.

REFERENCE TO SUPPLEMENTARY MATERIALS

STANDARD 9 - GOVERNANCE AND ADMINISTRATION

REFERENCE

ITEM

Reference: Standard 9, 9A.1

Policies, Board of Trustees

Reference: Standard 9, 9c.1

Committee Structure

# Statewide Priorities

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## STATEWIDE PRIORITIES

As a part of its 1984-85 accreditation self-study, Santa Barbara City College has elected to review its activities with respect to four of the statewide priorities for California Community Colleges, as set forth by the Board of Governors. This is in response to the request arising from the FIPSE project that each college address at least three of these priorities in addition to the standards of the Accrediting Commission. In the following, the College has addressed priorities one, two, four, and eight.

### PRIORITY ONE

COMMUNITY COLLEGE DISTRICTS HAVE A RESPONSIBILITY TO PROVIDE OPEN ADMISSION WITHOUT REGARD TO RACE, ETHNIC OR NATIONAL ORIGIN, SEX, AGE, DISABILITY, SEXUAL ORIENTATION, PRIOR EDUCATIONAL STATUS, OR ANY OTHER UNREASONABLE BASIS FOR DISCRIMINATION.

Santa Barbara Community College District has always adhered to the strict principles of open admissions articulated in this priority. No student who meets the basic criterion of high school graduation or is over eighteen and able to profit from the college experience is turned away. Nevertheless, it has become increasingly evident in recent years that implementation of this principle requires more than mere willingness to accept all who apply, but also an active attempt to make the college's programs known and easily accessible, and to provide the services needed to enhance a student's likelihood of success. Thus, in recent years, a great deal of emphasis has gone into improving the opportunities for those who have traditionally not gone on to college, to learn about and to partake of the programs available to them. Much of this activity will be covered in the following under priorities two and eight, and will not be duplicated here.

### Race/Ethnic/National Origin

In the past the ethnic/racial mix of SBCC students was not the same as that of the community. Although Santa Barbara has had a very low percentage of Black, Asian, and American Indian population, and the enrollments are similarly low, its Hispanic population has been just under seventeen percent (1980 census), while the Hispanic student proportion has been only about twelve percent. The 1980 census showed that only 15.2 percent of the 18-65 year old population was Hispanic, but in the 5-18 year old population, 27 percent of the county and 40 percent of the city was Hispanic. This glaring under-representation, which was threatening to become much worse with time, has been the focus of a multi-faceted program which has expanded over the years and which has been integrated closely with other activities.

The college EOPS program has been in existence for over ten years. One of its major goals is to increase the number and percent of minority and low-income students. Articulation and recruitment efforts are co-ordinated with five feeder high schools and a wide selection of community service agencies. Although its work has been successful in bringing many minority students to the campus, (the overall percentage of Hispanics increased from 8.9 percent in 1980 to 11.9 percent in 1984), there was evident need for more aggressive recruitment. This has been provided by three recently instituted projects - Minority Recruitment/Transition, Co-operative Agencies Resources for

Education (CARE), and Cal-SOAP, discussed below.

The EOPS Office co-ordinates very closely with other offices on and off campus to assure that a comprehensive range of services is available. Among these are the academic counseling office, gender equity, Ethnic Studies Department, Admissions, Financial Aids, Tutoring, Assessment/Placement, Career Counseling, and the three above-mentioned new programs.

The Minority Recruitment/Transition Program provides special assistance to low-income and minority students who have expressed a desire to transfer to UCSB. Its goal is to increase the number of such students through orientation sessions, individual counseling, and academic course planning. This is done through active recruitment in the high schools, followed by services to provide assessment, promote retention, and encourage transfer. Staffing includes one adviser and four peer recruiters. Funding has been provided through UCSB, SBCC, the Chancellor's Office, and EOPS.

The EOPS Co-operative Agencies Resources for Education (CARE) is a co-ordinated effort of the college, the Department of Social Services, and the Employment Development Department to encourage and assist single heads of households to return to school to enhance their employability, minimize their welfare dependence, and establish economic self-sufficiency. The program has assisted 91 students since 1982, providing such services as child care, transportation, book and supply purchases, and counseling.

The California Student Opportunity and Access Program (Cal-SOAP) is one of six in the state. It is a consortium consisting of SBCC, Westmont College, UCSB, Santa Barbara High School District, Carpinteria Unified School District, Bishop Garcia Diego High School, and the Santa Barbara Scholarship Foundation. The program provides outreach to low-income and minority high school students to encourage college-going. Although recruitment is not restricted to SBCC, the program has been successful at increasing the number of such students who enter college by providing information, tutorial services, peer advising, enrichment through workshops, and campus visits.

### Sex

Enrollment of women has increased over the last decade, so that at this time over half of the students are women. In general, women are more likely to be part-time students and/or evening students than men, and fewer of them are in transfer programs. One counselor is assigned mainly to the counseling of "re-entry" women, a substantial portion of the female enrollment. It does not appear that much needs to be done to attract greater numbers of women to the college. Rather, it seems that greater assistance needs to be provided to help women to realize the possibilities for transfer to four-year institutions and help them carry greater academic loads.

### Age

Students at SBCC range in age from under 18 to over 80. No discrimination on the basis of age is practiced. The above-mentioned re-entry counseling service is available to women who are older than the traditional "college age". Although the age distribution of SBCC students is highly biased toward younger ages with respect to the community distribution, the average

age of SBCC students is now about 27 years and the median is about 23 years.

### Disability

The Disabled Student Services (DSS) program at SBCC has, since 1977, maintained an on-going articulation effort with local high schools' special education programs and community agencies working with the disabled. In 1984-85 the program participated in a High School District project that included a "transition co-operative" for special education across the entire South Coast area.

DSS works with the assessment/placement program to administer tests on an untimed basis for verified disabled students. Learning disabled assessment is administered to all students referred for this service. All physically and communicatively disabled students are medically or professionally verified by the office, and prior to each term, class scheduling workshops are provided to assist in registration. Additional assistance is provided during registration.

All disabled students identified as having educational deficiencies are referred to Essential Skills and Basic Math classes, while those assessed as high functioning but below average intelligence (reading below fifth grade level) are referred to basic skills courses in the non-credit Continuing Education Division. For learning disabled students with average and above intelligence the district provides a diagnostic program.

The District has begun the last phase of its project to eliminate architectural barriers, which should be essentially complete by the end of summer 1985. Additional barriers that may be uncovered and referred to the Disabled Students Advisory Committee will be taken up by the District as they arise.

### PRIORITY TWO

CALIFORNIA COMMUNITY COLLEGE DISTRICTS SHOULD PROMOTE ACADEMIC STANDARDS AND STUDENT ACHIEVEMENT BY APPROPRIATE ASSESSMENT, PLACEMENT, AND FOLLOWUP ACTIVITIES.

For many years the SBCC Mathematics Department has administered proficiency tests to incoming students who wished to enroll in Mathematics classes in order to assure appropriate placement and greater probability of success. More recently, but also for several years, the English Department has done the same with a view toward reducing the number of failures and dropouts and/or preventing a lowering of standards. These activities have gradually evolved into an integrated testing/placement program which has developed more formal procedures, special staffing, and a joint planning and advisory committee. There is now underway a significant effort to develop the data processing software tools to make this program more effective and efficient and to provide the resources to conduct extensive evaluation. Out of this program SBCC submitted a comprehensive proposal to the Chancellor's Office in 1984 for a "Matriculation" project. Although funding for this project was dropped from the state budget, the college, recognizing its importance, has moved ahead on much of the proposed work anyway.

The recent structure of the program is the outgrowth of the formation of a

College Readiness Committee in Spring 1982. This group reviewed the effectiveness of support programs and research on retention, and recommended ways to improve retention through academic skills assessment, academic advisement, articulation and co-ordination of support programs, and integration of academic skills development into the full instructional program of the college. Its report (Ref. Statewide Priorities, 1A.) was presented to the college community in May 1982. Plans for implementation the following fall were endorsed. The plan included the following elements:

- o Assessment - Reading, Writing, and Mathematics for all students enrolling in eight or more units, and all students enrolling in English, ESL, or Mathematics classes.
- o Advisement - Mandatory pre-registration counseling for all students enrolling in eight or more units or seeking a degree or certificate; orientation for all first-time college students; faculty involvement in registration advisement; and comprehensive career counseling.
- o Early Warning and co-ordination of support services - Early identification by the instructor of students who are having academic difficulty or who exhibit irregular attendance, and follow-up with the student by letter to suggest methods of improvement and available support services.

Assessment was implemented in the Fall semester. Advisement was limited to group sessions for new students and counseling requirement for students on probation. Early Warning was left until later because of the significant data processing requirement which could not be met at the time.

With the failure of the state to support Matriculation in 1984-85, the college has continued to develop the program along the lines outlined here and in its Matriculation proposal. In order to provide the data processing support the Board has approved the funds to hire one full-time programmer for the 1985-86 year to concentrate on matriculation-related needs. This work will be co-ordinated by a newly-created position of Dean, Student Development and Matriculation.

Evaluation studies to date indicate that the program as implemented so far has had moderate success. Part of the data processing support will serve to provide much better and more comprehensive data for research purposes.

The above assessment/advisement/early warning activities are closely co-ordinated with the remedial and developmental programs of the College.

#### PRIORITY FOUR

CALIFORNIA COMMUNITY COLLEGE DISTRICTS WILL PROVIDE TRANSFER PROGRAMS WHICH ARE CAREFULLY AND CONTINUOUSLY ARTICULATED WITH COLLEGIATE INSTITUTIONS AND THE HIGH SCHOOLS.

Santa Barbara City College is proud of its record of transferring more students to the University of California than any other California Community College. SBCC sends most of its transfer students to UCSB, Cal Poly, San Luis Obispo, and California State University, Northridge, although



substantial numbers also go to California State University campuses in San Diego, Fresno, and Chico.

In Fall 1982, the UCSB Transition Program was established by the creation of a jointly funded position - the first such arrangement in the state. It was established to enhance the transfer function of SBCC and to provide a smooth transition for students who were intending to transfer to UCSB. This is accomplished through increased contact between the faculties of the two institutions, provision of timely and accurate information to help in the definition and achievement of transfer goals, and activities and services to motivate students to pursue their education at least through the baccalaureate level.

Specific services consist of individual counseling regarding UC eligibility and the application process; assistance to SBCC faculty in getting proper course information to the UC Systemwide Office; concurrent enrollment of SBCC students in up to one course per quarter at UCSB (usually a needed course which is not available at SBCC); articulation agreements for about 50 majors (updated regularly); informational presentations by UCSB faculty and transfer students; and a two-unit transition class emphasizing study skills.

The transfers to UCSB as a percentage of SBCC Fall enrollment have increased steadily since 1980 as has the minority transfer rate.

While articulation with UCSB is very close, and has become more so since the Transition Program was started, articulation with other UC campuses and with the CSU system colleges is not as good. With the exception of Cal Poly, San Luis Obispo, articulation is limited to general education/ breadth and a relatively small number of specific academic majors. Although no formal transition program exists with Cal Poly, San Luis Obispo, SBCC and Cal Poly have engaged in a number of activities, including maintenance of course by course articulation agreements, student visits to the Cal Poly campus by a few departments, counselor and faculty participation in workshops and conferences at Cal Poly, and presentations by Cal Poly staff to SBCC student groups.

Little articulation exists between SBCC and independent colleges. Westmont College is a private four-year college in Santa Barbara, but only 16 former SBCC students enrolled there in Fall 1984.

Santa Barbara City College has applied for a grant from the Chancellor's Office to establish a Transfer Center jointly with UCSB, Cal Poly, San Luis Obispo, and Westmont. This program, if funded, would provide expanded services to potential transfers, including much improved articulation with the CSU system, and increased emphasis on the identification of minority students who are potential transfers. It would also link up the many related services that SBCC now provides such as the High School Relations Program, Honors Program, Cal-SOAP, and the Matriculation Program.

#### Priority Eight

CALIFORNIA COMMUNITY COLLEGE DISTRICTS SHOULD PROVIDE REMEDIAL AND BASIC SKILLS EDUCATION FOR STUDENTS NEEDING PREPARATION FOR COMMUNITY COLLEGE-LEVEL COURSES AND PROGRAMS, INCLUDING:

- o REMEDIAL COURSES FOR THOSE WITH EDUCATIONAL DEFICIENCIES.
- o DEVELOPMENTAL COURSES FOR THOSE WITH SPECIAL LEARNING PROBLEMS.
- o ONGOING DIAGNOSTIC PROGRAMS.

The developmental reading, writing, and mathematics programs at Santa Barbara City College are successful because they are articulated, sequential programs. The assessment and placement process, coordinated by English and mathematics professors, is closely linked to the instructional program.

The enrollments each semester are:

English composition	600
Reading	500
Mathematics	1200
(ESL)	600
Study Skills	100

Total enrollment in the College is approximately 9,900.

The developmental programs have experienced a gradual growth in enrollments. The most dramatic growth was seen in Reading and Mathematics: Reading enrollments have doubled since the pre-registration assessment and placement program was inaugurated in 1983; Mathematics enrollments increased 25 percent from 1983 to 1984. The proportion of students placed in English 1 has decreased from 60 percent to 40 percent over the past three years.

The programs will continue to grow as we move into our matriculation model of testing all new students. Currently we test all students who wish to enroll in eight or more units or in English or Mathematics. Mathematics enrollments will grow even further because of the graduation requirement of Intermediate Algebra (Math. 11).

Math. 1 (Basic Math.) and the Reading/Study Skills Center both operate as individualized, self-paced mastery learning labs. In addition, the Reading/Study Skills Center has an open-entry/open-exit program. Students in both programs have benefited from the mastery learning model as evidenced by a higher rate of retention and success.

Math. 7 (Beginning Algebra) will be taught as a group-based mastery learning class beginning Fall 1985. The Reading and Study Skills classes include classroom lecture and mastery learning in the lab. The English composition classes are taught as classroom/lecture and workshop classes. Some students enroll in a one-unit wordprocessing lab. Tutorial assistance is provided for reading, writing, and mathematics classes. Students may receive additional help in the Writing Lab.

The English Placement Test consists of the College Board Assessment and Placement Test for California Community Colleges plus an essay that is holistically scored by two English instructors. Depending on their background, students have a choice of three Mathematics Placement Tests: (1) College Board Computation Placement Test, (2) Algebra Preliminary Examination, U.C. Mathematics Diagnostic Test, or (3) the Pre-calculus Examination, U.C. Mathematics Diagnostic Test. The ESL test is a college-developed competency-based examination.

Placement in the Writing, ESL and Mathematics classes is mandatory. Placement in Reading and Study Skills classes is "strongly recommended." However, students who place below the English 90 (approximately 10th to 12th grade) level are required to take a Reading class along with their Writing class. Special tests are provided for students with learning disabilities.

Students in the Reading and Math. 1 programs are given diagnostic tests at the beginning of each module and mastery tests at the end. Students in Math. 7 (Beginning Algebra) will have mastery tests each week when they attend the Mathematics correction lab.

Before advancing in the program, English composition students must take an exit essay examination, holistically scored by two English instructors.

Several pilot evaluation studies were conducted at SBCC.

#### Some Findings:

- a. Since pre-registration assessment and placement and a mastery learning model were established, student success and retention in the Math. 1 Lab and Reading Lab have increased significantly.
- b. Students who completed Reading classes in Spring 1984 had higher semester grade point averages and completed more units than students who had similar reading scores, but did not follow the recommendation to enroll in a Reading class.
- c. Students who continued from the developmental English composition class just below English 1 into English 1 had a better rate of success than students who were placed directly into English 1, Spring 1984.
- d. Of 207 students accepted to UCSB Fall 1984, 98 (47 percent) had completed at least one developmental Mathematics or English class at SBCC before transferring.

#### Future Plans

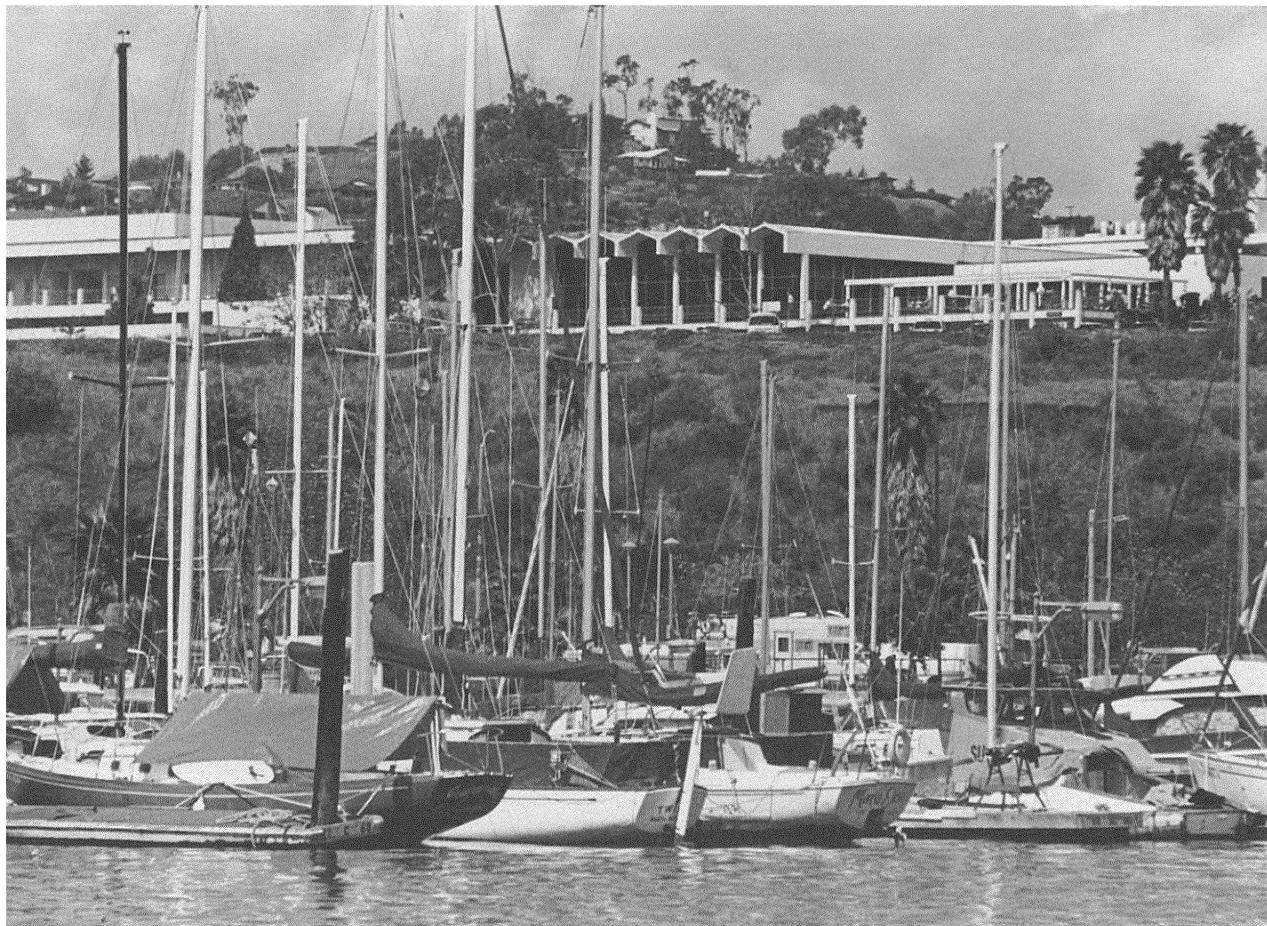
- a. As a result of a small grant from the California Postsecondary Education Commission (CPEC) and the Chancellor's Office, a study of the developmental writing program is being conducted this semester. Students at all levels of writing are being tracked through the sequence from placement scores in Fall 1984 to the end of Spring semester 1985 to determine their success and retention in the program.
- b. A consortium project with Allan Hancock College has been funded by the Chancellor's Office for 1985-86 to design a model for the evaluation of developmental and remedial programs that will include 1) a software package for tracking students through the sequence of English classes and 2) other instruments which do not rely on the computerized student data base. The model will be useful for evaluating any program that includes a sequence of classes and will be applicable to any school with a computerized student history.
- c. The Mathematics Department is working on a discriminant function to

determine other factors besides cutoff scores that predict success in mathematics classes. That information will be used to refine the placement process.

- d. The English Department is attempting to relate midterm and exit examinations more closely to content and program objectives at each level.

# Responses to Recommendations

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RECOMMENDATIONS OF  
ACCREDITATION VISITING TEAM  
April, 1981

RECOMMENDATION

1. The Santa Barbara City College staff should consider the subcommittee's proposed rewriting of the goals and objectives statements to determine whether the proposed version more accurately states the institutional purpose than the existing statements do.

RESPONSE:

In the Spring of 1982, an ad hoc committee was convened by the President to write a new Mission Statement for the College. The committee, consisting of representation from all college constituencies and the public, completed its work in early Fall, and the new Mission Statement was adopted by the Board of Trustees on December 9, 1982.

The College Planning Council developed a set of strategies to be used as a basis for planning in response to trends in the community and the nation. The strategies and the Mission Statement will be updated periodically, and will be the basis of departmental formulation of specific goals and objectives.

RECOMMENDATION:

2. It may be necessary to conduct a special needs survey to determine whether the College is doing what is necessary to attract Hispanic students into its program.

RESPONSE:

It has long been recognized that the number of Hispanic students at SBCC does not reflect their proportion of the general adult population. Also, as high school classes become increasingly minority-dominated (especially Hispanic), this under-representation threatens to become worse.

In response to this, the College has funded a half-time position for the express purpose of conveying to minority students in the high schools the opportunities that exist for them at SBCC. In 1983, another position, jointly funded by UCSB and SBCC, was created to address both increasing our minority enrollment and to increase the number of minority transfers to UCSB. This has resulted in a noticeable increase in EOPS students.

In Spring 1983, the College was a recipient of a \$15,000 Chancellor's grant to carry out a program of minority recruitment in 1983-84. This was followed in 1984-85 by a Student Opportunity and Access Program (Cal-SOAP) grant to create a consortium of Santa Barbara High School District, Bishop Garcia Diego High School, Carpinteria High School, SBCC, Westmont College, UCSB, and

the Santa Barbara Scholarship Foundation. Through Cal-Soap, services are provided to motivate under-represented students to continue to post-secondary education.

RECOMMENDATION:

3. While the accreditation team is not in a position, as a result of one brief visit, to assess accurately the apparent inefficiency inherent in the College's present system for organizing and administering the instructional area, it is strongly recommended that an extensive evaluation of the existing system be undertaken to determine its effect on the development and improvement of the instructional program of the College.

RESPONSE:

During 1981-82, a comprehensive evaluation of instructional organization took place. This resulted in a re-structuring, beginning in Fall 1982, that grouped all instructional departments into nine divisions. Each division selects two candidates for chairperson and the President, and Vice-President, Academic Affairs, select from these candidates the persons who will serve in the Division Chair roles. The Division Chairpersons serve a dual role. On the one hand, they meet as a governance body, responsible for instructional planning and budgeting, and for taking a strong role as leaders of their respective divisions. On the other hand, they sit as a curriculum committee to review all credit courses and programs. Three division chairpersons also sit on the College Planning Council, a broad-based institution-wide planning/budgeting body. In 1984-85, additional re-structuring resulted in the four Instruction Deans each assuming line responsibility for a number of divisions and instructional support activities.

Indications are that the new arrangement has been working well and has the support of the faculty.

RECOMMENDATION:

4. A procedure should be established for following up the departmental review process to determine its actual effect on improvement of programs and instruction.

RESPONSE:

As an adjunct to the college planning process instituted in Fall 1982, each department will undergo periodic extensive review and evaluation with respect to a number of standard quantitative measures as well as subjective criteria. These evaluations will be used to determine if a program is in trouble and what needs to be done. It will be a factor in evaluating the need for re-allocation of resources among programs and retraining and/or reassignment of faculty. This system is not implemented as of now, but will start in 1985-86.

RECOMMENDATION:

5. It is recommended that a specific set of criteria be developed to identify those courses that are to be designated as meeting General Education Requirements.

RESPONSE:

During the 1982-83 and 1983-84 school years, an ad hoc General Education Committee carried out a comprehensive review of general education policies and procedures. This review resulted in the development of:

- 1) A proposed general education philosophy.
- 2) Criteria for the associate degree general education requirement.
- 3) An approved general education course list.
- 4) Revised graduation requirements.

These changes in the general education requirements were subjected to a thorough college review and were adopted as policy by the Board of Trustees.

During the 1984-85 school year, it was decided to institutionalize the review of general education matters. The Curriculum Advisory Committee (CAC) was designated as the body to take on this responsibility.

The CAC for 1984-85 decided to consider only the applicability of new and revised courses to the existing general education framework. A revised general education list was adopted by the Board of Trustees.

During the 1985-86 year, the CAC will initiate a comprehensive review of all general education criteria, all courses currently listed as general education applicable, and all graduation requirements. It is the Committee's objective to have a new general education package ready for Board consideration in Spring 1986.

RECOMMENDATION:

6. Sometime soon follow-up studies should be conducted to measure the effectiveness of the English placement system.

RESPONSE:

A follow-up study was conducted by an independent consultant. The study concluded that agreement among readers of writing samples was rather high and that English 100 placement succeeded in reducing attrition and increasing performance. Subsequent



internal evaluation by the department has led to a re-structuring of the placement program, so that testing is now done before registration. Validity of the new procedure and method is widely accepted in the department and is undergoing continuing evaluation. At the present time, the department is testing a standardized objective instrument to determine if the use of writing samples can be dropped except in unusual cases.

The English Placement Test, administered before registration, now consists of the reading and language usage sections of the College Board Assessment and Placement Test for Community Colleges plus a 20 minute essay, holistically scored. Currently the raw scores, essay scores (pre/post), and grades have been sent to Educational Testing Services (ETS) for analysis to determine predictability, refine cutoffs, and determine the correlation between the essay and the objective test for placement in English classes. Further studies of retention and student success in writing classes are being conducted this summer.

RECOMMENDATION:

7. As part of the review of instruction area administration, special attention should be given to organizational strategies that will increase the involvement of the vocational faculty in program development and the budgetary process.

RESPONSE:

Under the new instructional organization and planning process described above, all faculty have become more involved in planning and budgeting. In particular, one faculty member has been granted released time to act as Assistant Division Chair to help coordinate planning activity among vocational departments.

RECOMMENDATION:

8. The College's education master plan should be updated as it concerns programs in occupational instruction, especially with regard to equipment and facilities commitments.

RESPONSE:

In 1982-83, a comprehensive planning process was instituted under which each department develops its own long-range master plan. These departmental plans are reviewed by the Division Council and the College Planning Council and are integrated into an institutional master plan. These plans are updated annually. Departmental plans call for identifying personnel, equipment and facility needs related to program plans.

RECOMMENDATION:

9. Every effort should be made to identify the sources of confusion about lines of authority and clarity of communication that vocational faculty report, so that remedies which will benefit the instructional program

can be instituted.

RESPONSE:

The new instructional organization described above should provide clarification. Vocational faculty fall into one of three Divisions under the new structure: 1) Applied Sciences and Technology, 2) Health Technology, and 3) Business Education. In the case of the first two, a Dean serves as Division Chair. The Business Division Chair is selected in the same manner as all other Divisions.

RECOMMENDATION:

10. In the area of personnel practice, attention should be given to the following:

- a. The limited opportunities for advancement by members of the classified staff.

RESPONSE:

The Personnel Department has taken steps to encourage promotions from within by District supervisors. These steps include the adoption of formal District policies to facilitate promotions. The policies provide for a restricted competition option among regular employees, use of upward mobility trainee positions, encouragement of permanent employee preference throughout the selection process.

The result of these procedures is an excellent promotion rate in the classified service as shown by the following statistics:

Year	Number Vacancies w/ Internal Candidates	Number Internal Candidates Selected (Promotion Rate %)
1983-84	16	10 (62.5%)
1982-83	12	7 (58.3%)
1981-82	13	6 (46.2%)
1980-81	28	16 (57.2%)

- b. The limited opportunities for professional development through in-service activities available to certificated staff members.

RESPONSE:

It is not clear what is meant by "limited" in this case. SBCC provides numerous avenues for professional development.

A keystone of the professional development program is the District's generous sabbatical leave program which is constantly under review and evaluation, but which has been supported by the Board of Trustees even in the face of severe fiscal hardships. In addition, the District offers internal professional development grants, opportunities to become involved with and learn about computers in the classroom, in-service seminars, attendance at Great Teacher Seminars, faculty exchanges, and assistance in obtaining outside grants. The District also maintains memberships in organizations focusing on professional development. The certificated evaluation policy is directed at professional improvement, and travel and conference money was augmented by \$20,000 in 1984-85. Much of this activity is co-ordinated by the Faculty Enrichment Committee which also publishes the Faculty Voice. An annual Faculty Lecturer Award is made to an outstanding faculty member.

- c. The absence of criteria for assessing sabbatical proposals in terms of improvement of instruction.

RESPONSE:

The Sabbatical Leave Committee in 1982-83, reviewed policy and procedures for evaluating sabbatical proposals. Criteria for evaluation include instructional improvement in several ways and this is probably the most significant factor in awarding such leaves. New procedures have been adopted and a handbook has been published to assist applicants for sabbatical leaves.

- d. The need for clarification of line and staff relationships, especially as these affect performance expectations and job expectations and job descriptions.

RESPONSE:

The new instructional organization plan should provide the clarification needed.

- e. The relationship between procedures for evaluating certificated staff and the improvement of instruction.

RESPONSE:

Certificated evaluation is always under review with an eye toward improvement. The present policy includes peer evaluation of both teaching effectiveness and availability to students. A policy for evaluation of part-time instructors was adopted in December 1984, and a policy for probationary full-time instructors will be adopted in Fall 1985.

- f. The need for a reliable system for resolving personnel-related grievances of certificated staff members.

RESPONSE:

The District has an established formal due process system for resolving certificated grievances, which is located in Appendix "F," District Policy Manual (Standard of Conduct for Members of the Community and Due Process). (Ref. 3, 3A.4.) This provides for both a formal and informal grievance procedure which may be utilized by any certificated employee of the District. The informal level provides for direct communication between the administrator/supervisor involved and the certificated staff member. This process has been re-written in 1984-85, and a new interim process was adopted by the Board in June 1985. It will be finalized in Fall 1985.

The Superintendent-President has also established a program of improving the communications between the faculty, staff, and administration by various means such as annual faculty department meetings with the Superintendent-President and Vice-Presidents, annual meetings by the Superintendent-President with the classified employees, and annual management retreats. The Superintendent-President and all administrators also emphasize an "open door" policy with respect to faculty and staff complaints or grievances.

- g. The value of locating all materials relevant to evaluation, professional development, sabbatical leave, organizational structure and responsibility, etc., in a single publication readily available to each certificated staff member.

RESPONSE:

The District has an established set of personnel policies found in the District Policy Manual. This manual is kept up-to-date, with new policies distributed as changes are approved by the Board of Trustees. In addition, the Instruction Office has updated the Faculty Manual and revised it to include all materials relevant to evaluation, professional development, sabbatical leave, organizational structure and responsibility, etc. This Faculty Manual is updated and distributed to all faculty members on a routine basis. (Ref. 3, 3A.4) There is also a separate Faculty Manual for part-time instructors.

RECOMMENDATION:

11. The College's certificated personnel policies should be evaluated to determine if they are satisfactorily serving the interests of students, the college staff, and the instructional program.

RESPONSE:

The vagueness of this recommendation makes it difficult to address. The College's certificated personnel policies are evaluated on a continuing basis by the various college committees, who make appropriate recommendations based upon the changing needs

and interests of the college community (students, staff and instructional program). The Representative Council will continue to act upon all evaluations, studies and recommendations made regarding the College's certificated personnel policies.

RECOMMENDATION:

12. The governance system of the College should be strengthened so that institutional effectiveness in the areas of program development, resource management and staff involvement may be more readily achieved. In particular, the following features warrant careful consideration in the near future.
  - a. The uneven and, in some cases, apparently ineffective performance of the "cluster" mode of organization.
  - b. The uncertain staff and line relationships within the Instruction Office and between the Instruction Office and the cluster/department groupings.
  - c. The increasing need, especially in a time of tighter budgetary constraints, for responsible co-ordination of the various components of the instructional resource system (i.e., print materials, learning assistance, instructional media, library, etc.).
  - d. The extensive and sometimes overlapping system of college committees.
  - e. The separation of the credit and non-credit programs to a degree which may produce duplication of effort, gaps in the overall program, and missed opportunities for creative program development in both segments.
  - f. The extent to which "departmental autonomy" as a fundamental organization principle has, in fact, contributed to or impeded efforts to develop and/or improve the instructional program, and
  - g. The limited means by which classified staff members and students may effectively and consistently participate in the governance process.

RESPONSE:

Much of the substance of this recommendation is related to that of other recommendations, (#3, 7, 9, 10.d, 27) and has been dealt with there. The reorganization of instruction that took place at the start of 1982-83 was intended to resolve problems of effective governance and confusion over lines of authority, and the involvement of a broad cross-section of the College in the governance process. Also, in 1982-83, the entire committee structure was reviewed and revised in order to minimize overlapping and to clarify lines of authority for committees.

There has been increased co-ordination between the credit and non-credit programs, forced in part by fiscal problems. Both divisions are represented on the College Planning Council (CPC) in order to assure communication and cross-fertilization at the planning/budgeting level.

RECOMMENDATION:

13. The space and storage requirements of the Admissions and Records Office should be treated as a high priority concern to the College.

RESPONSE:

The Master Facilities Plan of the College calls for building a new, expanded Library/Learning Center on the West Campus and converting the present library to a Student Services Center. If financing is available, this project will begin construction in 1986-87. In Admissions and Records, the advent of on-line computer support has triggered a general remodeling of the area which has greatly expanded the vault storage area and rearranged the existing space for more effective use. Some problems remain, however. The distance between the Assistant Dean's office and the Office Supervisor is too great, and it would be desirable to have more permanent arrangements for workroom terminals and additional shelves.

RECOMMENDATION:

14. To the degree that it is financially and physically possible, the housing and facilities associated with the various components of Student Services should be upgraded and expanded.

RESPONSE:

The overall integration of Student Services remains a high priority in the District Master Facility Plan. When the new Learning Resources Center (LRC) is completed, its old library will be converted into a Student Services Center. This is expected about the end of the decade.

RECOMMENDATION:

15. The need to build program evaluation and planning activities into the annual schedule of the departments and programs within the Student Services area should be addressed. The "one-shot" task force approach may not be doing the job.

RESPONSE:

As one outcome of the reorganization of Student Services, the question of ongoing evaluation is being examined carefully and various models for such evaluation are being compared. The Student Services component of the College is also represented on the College Planning Council (CPC) and, therefore, also is integrated into all planning/budgeting processes.

Much more needs to be done with respect to planning. Calendars of activities need to be developed for all departments, and streamlining of some activities may be possible with the new Student Records System obtained from Santa Rosa Junior College.

The Counseling Department implemented an evaluation model in Spring 1983 providing both quantitative and qualitative aspects as well as student input. Also, the College is participating in the statewide student services program review project to develop a model for assessment at Student Services.

RECOMMENDATION:

16. The role of Student Services in the overall college mission, especially with regard to recruitment and retention of students, should be communicated effectively to the instructional staff and to the community.

RESPONSE:

We agree that it is important that instructional staff understand the role of Student Services. There is an ongoing attempt to communicate this in many ways. Counseling is represented on CPC, and the Vice-President, Student Affairs, also sits on this body. Counselors are members of the Academic Senate and participate in its deliberations, and many communications on EOPS, Financial Aids, Career Counseling, etc., go out to the campus community. Various annual reports are made to the Board of Trustees. In addition, the Matriculation project has resulted in much improved co-operation and clearly delineated relationships between various segments of the College, including Student Services. The project is co-ordinated by the Vice-President, Student Affairs.

In Spring 1985, a 60 percent counseling position was created to increase the College's visibility in high schools of the District. Through this position, which is co-ordinated with the Honors Program, Minority Transition Program, and Cal-SOAP, a broad spectrum of activities in the high schools has been initiated. This is discussed in detail under Standard 4.

RECOMMENDATION:

17. A means for systematically assessing the extent to and the manner in which the College's Continuing Education program may serve lower income and ethnic minority citizens should be devised.

RESPONSE:

It is difficult to identify who among our Continuing Education clientele are, in fact, low income persons, since none of our forms deal with this question. We do ask for self-identification with respect to minority, although we have not analyzed the statistics to date. Ethnic minorities, however, are known to be heavily represented in Continuing Education's ESL, Adult Basic Education, Citizenship, and Evening high School programs. Periodic

recruiting takes place in all of these areas. Such recruiting has, in the past, included use of television, radio, door-to-door canvassing, and a film trailer at local movie theaters.

RECOMMENDATION:

18. Procedures for systematically co-ordinating the Continuing Education Division's programs and planning with the on-campus credit programs as well as with other public agencies that offer adult education courses should be studied as a means to improve and maintain such programs in times of budget restraint.

RESPONSE:

The Vice-Presidents of the credit and non-credit programs sit on both the President's Cabinet and the College Planning Council (CPC), thus providing for substantial co-ordination at this level. In addition, the Deans for vocational offerings in these programs also are in regular contact to assure co-ordination of the vocational programs with regard to other public agencies providing extensive non-credit and community service offerings in the area. The Regional Occupational Programs (ROP) offers a few courses that may appeal to some adults, but SBCC co-ordinates with these through participation in agencies such as Employment Training Council, Private Industry Council, etc. UCSB Extension offers some classes similar to those of Continuing Education, but they are offered for credit. In the past, SBCC's Continuing Education staff met with the Extension staff but these meetings were discontinued because they were deemed to be unnecessary. To date, there has not appeared to be significant overlap with any other agency and there has been no pressing need for more extensive co-ordination.

RECOMMENDATION:

19. By the College's own assessment and the general rule of thumb of the ratio of students to full-time staff positions, the Library is understaffed. It appears that the students and College would be better served by replacing the temporary full-time position, which must be refilled each year, with a permanent position.

RESPONSE:

There is quite general agreement regarding the under-staffing of the Library. One tenure track position was added in 1982-83. However, funding uncertainties have necessitated a conservative approach with respect to filling vacant positions in the Library, as elsewhere. It is hoped that, in the near future, Community College finance will be stabilized so that realistic long-range planning can be carried out in the staffing area. Meanwhile, the Library began an affiliation with the On-line Computer Library Center (OCLC) in 1983-84. This should relieve some of the stress from understaffing. We are also studying the purchase of an automated library system for other library activities.



RECOMMENDATION:

20. The Library should develop a three-year plan that goes beyond that of budget projections. Perhaps such a plan could be part of a modified version of the three-year curriculum planning procedure required of all instructional departments.

RESPONSE:

Each department, including the Library, is now asked to develop a three-year plan (which includes two years in some detail) and which is to be updated annually. The first Library long-range plan was prepared in Spring 1983.

RECOMMENDATION:

21. Shelving in the Library should be anchored to meet earthquake safety standards.

RESPONSE:

This has been done.

RECOMMENDATION:

22. Although the space available for the Library is restrictive in many respects, it might be wise to re-evaluate the plan for construction of a new Library and Interdisciplinary Center. The present Library is ideally located for maximum student usage and a book collection of 100,000 volumes would probably represent a very adequate community college resource even for a significantly larger student population. Perhaps a space utilization study might identify ways of better utilizing the space available and negate the need for a Library facility in another location.

RESPONSE:

After considerable study of its options for providing additional library space, including the addition of a wing on the present library and filling in the center of the present building with a second story, the College has decided to proceed with a Learning Resources Center on the West Campus. This building will integrate the Library with the Learning Assistance Center, Tutoring Center, Reading/Study Skills Center, and Computer Assisted Instruction Laboratory.

RECOMMENDATION:

23. While it is difficult to measure the effectiveness of a Learning Assistance Center and a Tutoring Program, evaluative studies should be a permanent, ongoing feature of these programs.

RESPONSE:

The Director of the Learning Assistance Center and the Tutoring

Center has been working on a valid evaluation process which would become an ongoing feature. At this writing, however, such a process has not been developed. It is agreed that one is needed. As the College continues to develop its planning process, evaluation of such activities will become an integral component of the process.

RECOMMENDATION:

24. The analysis of needs made in the facilities and equipment section of the self-study is judged to be an accurate one. It is recommended that the College continue to improve facilities and services as specified in the report.

RESPONSE:

In addition to the plan to build a Learning Resources Center noted above (Recommendation 22.), the College has submitted a Project Planning Guide to begin work on a new 23,000 square foot Interdisciplinary Center on the west Campus to house English, Mathematics and Social Sciences.

Completion of the LRC and the Interdisciplinary Center will permit the retirement of all temporary buildings on the campus and the conversion of two relocatables to a warehouse and a maintenance and operations building. One additional classroom facility is proposed on the West Campus. The Performing Arts Center, once considered for the West Campus, has been dropped. An Educational Conference Center to be operated as a part of the Hotel-Restaurant Management program is under consideration. General maintenance has improved greatly in the past few years. Details are described under Standard 7.

RECOMMENDATION:

25. It is the judgment of the visiting team that the 1974 building master plan should be re-evaluated in terms of the urgent need to house Admissions-Records and Counseling Services adequately. The construction of a Learning Resources Center on the West Campus now seems unfeasible, and the plan to make proper housing of Student Services contingent on that project should be re-examined.

RESPONSE:

Since the last accreditation review, the financing of capital construction has become somewhat less austere. The Board has approved proceeding with the West Campus Learning Resources Center, which, in turn, will permit remodeling of the old Library for a Student Services Center.

RECOMMENDATION:

26. The equipment in the Automotive and Machine Shops should be upgraded to keep current with the advancing technology in those trades if the programs are to be continued.

RESPONSE:

The Automotive Shop, for the last six (6) years, has maintained a sufficient inventory of late-model industry applicable equipment. We do not feel that the Accreditation Team was accurate in their evaluation of our Automotive Program's needs. An ongoing attempt has been made to resolve some of the equipment shortages in the Machine Shop facility. VEA funds were used to acquire a numerical control milling machine; an arrangement was instituted for the district to sell or trade surplus equipment for a lathe and milling station. District funds were supplemented with 1981-82 VEA funds for replacement of Machine Shop equipment.

RECOMMENDATION:

27. In a consideration of reorganization, plans should be made for broad participation in construction of the budget.

RESPONSE:

The new organization, including the College Planning Council (CPC), and the planning/budgeting process introduced in 1982-83, we believe, accomplishes this aim.