SB CC SANTA BARBARA CITY COLLEGE

Facilities, Planning & Campus Development

A. Work Orders and Minor Maintenance – deficiencies that are usually either visibly apparent or causing an operational or other nuisance for occupants.

Cost range (approximate)	$0 - $2,000
Request or need determination process	• Work is requested through an online Work Order, e-mail or phone call to F&O • Work is identified by professional consultant and included on master list of spruce up tasks
Possible funding source	• F&O General Fund budgets • District Construction Fund/Miscellaneous Projects
Evaluation, approval and execution	• Work Orders are evaluated by appropriate F&O Supervisor and assigned to staff for completion, or bid and completed by contractor • Professional consultant obtains contractor bid, Sr. Director approves bid and contractor completes work
Permitting	Not required

B. Infrastructure and Scheduled Maintenance – deficiencies that usually pertain to a building system such as HVAC, plumbing, electrical, roofing or fire alarm, or require professional understanding of building maintenance or construction trades.

Cost range (approximate)	$0 - $15,000
Request or need determination process	• Work is identified by F&O staff, Supervisor or Sr. Director • Work is identified by professional consultant, vendor or contractor • Work is required to resolve a health and safety issue
Possible funding source	• F&O General Fund budgets • District Construction Fund/Miscellaneous Projects
Evaluation, approval and execution	• Appropriate F&O Supervisor assigns work to staff or bids out to contractor for completion • Sr. Director hires professional consultant to prepare bid documents, obtains contractor bids, and contracts with lowest responsive bidder to complete the work • If scope of work expands project may become a Major Maintenance type project.
Permitting	Usually not required although several building systems are regulated such as emergency generators, elevators and fire alarm systems and may require involvement of appropriate agency.

C. **Major Maintenance and Facility Improvement** – maintenance or renovation work to an existing building, building utility system, site utility or site feature that usually requires the hiring of a professional consultant to prepare bid documents, observe construction and obtain any necessary permitting.

Cost range (approximate)	$15,000 - $1,000,000
Request or need determination process	• Work is requested through an online Work Order or e-mail to F&O Director • Work is identified by F&O Supervisor or Sr. Director • Work is identified by professional consultant, vendor or contractor • Work is identified as a priority by a college department, consultative group or included in a college planning document • Work is requested through the Program Review process • Work is required to resolve a health and safety issue
Possible funding source	• District Construction Fund • State Scheduled Maintenance Funding (when available) • Measure V or other bond
Evaluation, approval and execution	Sr. Director verifies work, estimates project cost and scheduling, prioritizes and includes on master list of projects which is reviewed by college consultative groups. Once funding is identified Sr. Director contracts with professional consultant for project management and/ or design and bids out work for construction. Project may be bid out informally (under $45,000), formally (over $45,000) or using qualifications/best value based bidding (GC 4217).
Permitting	Possible approvals include DSA, California Coastal Commission, City of Santa Barbara, Santa Barbara County and CEQA regulations adherence. Chancellor's office approval is required if project is State funded.

D. **Capital Improvement or New Construction** – a major renovation of an existing building or construction of a new building. Project has been vetted and prioritized through an extensive college consultative process and has been identified as a critical long term need. These high level projects are included in the college's master planning documents including the Educational Master Plan, Facilities Master Plan, Five Year Construction Plan and Long Range Development Plan.

Cost range (approximate)	Greater than $1,000,000
Request or need determination process	• Project is identified as a priority by a college department or a consultative group • Project is identified through a campus wide survey • Project is included in a college planning document • Project is required to resolve a health and safety issue
Possible funding source	• District Construction Fund

	• State Capital Outlay Funding (when available) • Measure V or other bond
Evaluation, approval and execution	Project scope and estimated cost are included in a preliminary planning document which is reviewed by college consultative groups and the Board of Trustees. - If project is approved and funding is available an RFP process is initiated for required professional consultants for project management and design. Once contracted, users assist with design, bid documents are developed and permitting is obtained. Project may be bid out formally or negotiated using a Lease-Lease Back process with a Guaranteed Maximum Price. - If project is approved and funding is not available project may be submitted to the State for funding through the Five Year Construction Plan or remain as an identified critical need in planning documents until funding becomes available.
Permitting	Approvals include DSA, California Coastal Commission and CEQA regulations adherence, and may require City of Santa Barbara or Santa Barbara County approval. Chancellor's office approval is required if project is State funded.

E. **Program Review** – a request for work by a college department that creates an operational efficiency, or a programmatic or facility enhancement. Originated as part of the annual Program Review process but has evolved into an ongoing request process utilizing the online Work Order system.

Cost range (approximate)	$0 - $25,000
Request or need determination process	Work is requested through an online Work Order
Possible funding source	District Construction Fund or Equipment Fund
Evaluation, approval and execution	Sr. Director compiles Program Review Work Order requests into a singular list after submission deadline, evaluates requests and sorts them into appropriate work categories. List of requests is reviewed by college consultative groups and funding is allocated for approved work. Sr. Director then executes projects per A – D above.
Permitting	Usually not required

DRAFT December 5, 2013

Follow-Up Report

Submitted by
Santa Barbara City College
721 Cliff Drive, Santa Barbara, CA 93109

To The

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

DRAFT December 5, 2013

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Report Certification Page

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

From: Lori Gaskin, Ph.D.
Superintendent/President, Santa Barbara City College

This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in fulfillment of the requirement for a Follow-Up Report in the ACCJC notice of removal from Warning sanction issued to Santa Barbara City College in ACCJC correspondence dated July 3, 2013. We, the undersigned members of the Santa Barbara City College Accreditation Task Force, certify that the Follow-Up Report was prepared in an inclusive and broad-based manner and affirm that this document accurately reflects the nature and substance of the institution.

(provide lines for signatures in final version)

Liz Auchincloss, Chair, Classified Consultation Group

Marty Blum, President, Board of Trustees

Allison Curtis, Associate Dean, Educational Programs Student Support Services

Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning

Lori Gaskin, Ph.D., Superintendent/President

Peter Haslund, Ph.D., Former President, Board of Trustees; current Board member

Elie Katzenson, President, Associated Student Body

Kenley Neufeld, President, Academic Senate, Library Director

Dean Nevins, Ph.D., Interim Dean, Educational Programs

Introduction

On January 31, 2012, the Accrediting Commission for Community and Junior Colleges (ACCJC) notified SBCC that it had been placed on Warning sanction as as result of its findings that during the difficult period of Board and Superintendent/President transition in 2011, Santa Barbara City College (SBCC) had violated certain Accreditation Standards having to do with leadership and governance. The ACCJC action required that SBCC prepare a Special Report providing evidence that the College has corrected the violations, and evidence that the College has adequately addressed three Commission Recommendations, resolved the deficiencies, and now meets the Eligibility Requirements and Accreditation Standards. On February 25, 2013, SBCC submitted its Special Report to ACCJC. On April 30, 2013 an ACCJC Evaluation Team visited SBCC to conduct interviews and further evaluate the College in light of the Special Report.

At its meeting on June 5-7, 2013, the ACCJC reviewed the SBCC Special Report, the Evaluation Team's Report, and the presentation by College representatives at the Commission meeting. On July 3, 2013 the ACCJC notified SBCC of its decision to remove the Warning sanction, with the requirement that SBCC submit a Follow-Up Report by March 15, 2014 providing evidence of full and sustained resolution of Commission Recommendations 1 through 3 as noted below. The Follow-Up Report will be followed by a visit of Commission representatives sometime in Spring 2014.

- **Commission Recommendation 1:** In order to meet Accreditation Standards, the Board of Trustees should receive additional and topic-specific training from "outside experts" on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendized and occur at a public meeting. The Board should further demonstrate compliance With these roles and responsibilities in its processes for Board evaluation and the Superintendent/President's evaluation. (Standard IV.B.1.d, g and j)

- **Commission Recommendation 2:** In order to meet Accreditation Standards, the Board should revise its code of ethics policy to align With Accreditation Standards and policies (and the legal requirements of the board), identify a procedure, and the person(s) responsible for enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IV.B. I .h)

- **Commission Recommendation 3:** In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, processes, and practices, the Board should work

With administrators, faculty, staff, and students for the good of the institution. The Board should focus its Work toward ensuring that it Works in a collegial manner to support the accomplishment of the college mission and improvement of student learning programs and services. (Eligibility Requirements 3, 4, and 21; Standards IV.A.l; IV.A.2.a and b; IV.A.3; IV.A.4; IV.A.5; IV.B.l; IV.B.l.a, b, e and j; and IV.B.2.a through e)

This Follow-Up Report provides evidence of full and sustained resolution of Commission Recommendations 1 through 3 above.

Report Preparation

This Follow-Up Report was prepared by the Accreditation Task Force (ATF), consisting of the following representatives:

- Liz Auchincloss, Chair, Classified Consultation Group
- Marty Blum, President, Board of Trustees
- Allison Curtis, Associate Dean, Educational Programs Student Support Services
- Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning
- Lori Gaskin, Ph.D., Superintendent/President
- Peter Haslund, Ph.D., Former President, Board of Trustees; current Board member
- Elie Katzenson, President, Associated Student Body
- Kenley Neufeld, President, Academic Senate, Library Director
- Dean Nevins, Ph.D., Interim Dean, Educational Programs

The ATF was originally convened in early 2012 to coordinate the College's response to the ACCJC warning sanction issued in January 2012. When the College was removed from warning in July 2013, the ATF continued its work on the required Follow-Up report. The ATF met bi-weekly to research, communicate with other constituent groups across campus, and prepare the Follow-Up report. The basic timeline is shown below:

- July 3, 2013: Letter from ACCJC removing the College from warning and requiring a Follow-Up report and subsequent follow-up visit.
- July through early December 2013: Research, prepare and review drafts of the Follow-Up Report
- December 10, 2013: First Reading of the Follow-Up Report by the College Planning Council
- Late December 2013 - January 2014: Semester Break
- February 4, 2014: Second Reading of the Follow-Up Report by the College Planning Council
- February 14, 2014: First Reading of the Follow-Up Report by the Board of Trustees
- February 27, 2014: Second Reading of the Follow-Up Report by the Board of Trustees
- March 10, 2014: Report mailed to ACCJC

Commission Recommendation 1

In order to meet Accreditation Standards, the Board of Trustees should receive additional and topic-specific training from "outside experts" on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President's evaluation.

Note to readers of December 5 Draft: The "link to evidence" links in the following pages refer to documents such as meetings of minutes, Board Policies, and others. These links are not yet active, but will be in subsequent drafts. A complete set of evidence documents will be included final version of the report, and will also be listed in an Appendix.

This recommendation has two parts that are addressed separately below.

(1) The Board should receive training from "outside experts" during public meetings on the appropriate roles of the Board and Superintendent/President and the requirements of Standard IV.

The Board of Trustees has demonstrated its commitment to ongoing training relevant to the above recommendation, as evidenced by the following events. All Board members took part in each event, except where noted:

- January 21, 2012: Board Retreat, facilitated by George Haynes, PhD., Organizational & Communications Consultant. [link to evidence] Topics included, but were not limited to:
  - Review of Board Self Evaluation and Recommendations For Enhancing Board Effectiveness
  - Disagreements, Conflicts, Tensions
  - Role of the Board
  - A Shared Vision for SBCC
- January 2012: Effective Trustee Workshop, Community College League of California, Sacramento, CA
- May 4-6, 2012: Annual Conference, Community College League of California, San Diego. (Trustees Blum, Haslund, Villegas)
- November 2012: Annual Conference, Community College League of California, Los Angeles, CA

- December 13, 2012: Brown Act and California Public Records Act Training, facilitated by Craig Price, Partner, Griffith & Thornburgh, LLP [link to evidence]
- January 25-28, 2013: Effective Trustee Workshop and Legislative Conference, Community College League of California, Sacramento, CA (Trustees Haslund, Nielsen, Kugler, Blum, Macker, Gallardo)
- January 31, 2013: Accreditation Training conducted by Dr. Ben Duran, retired Superintendent/President of Merced College. [link to evidence]
- May 3-5, 2013: Trustee Conference Lake Tahoe (Trustees Kugler, Gallardo, Haslund)
- August 7, 2013: Board Retreat [link to evidence]
  - Using BP 2200 Board Duties and Responsibilities as a framework, Superintendent/President Gaskin led the Board through a series of scenarios which were reviewed and discussed as a group within the context of the role and responsibilities of the Board of Trustees.
- November 2013: Annual Conference, Community College League of California, San Francisco, CA
- December 5, 2013: Brown Act and California Public Records Act Training, facilitated by Craig Price, Partner, Griffith & Thornburgh, LLP [link to evidence]
- January 24-26, 2014: Effective Trustee Workshop, Community College League of California, Sacramento, CA (includes a special workshop on Ethics Training) [link to evidence]
- Board President Marty Blum, 2013-2015: Excellence in Trusteeship Program - Community College League of California [link to evidence]

The Brown Act and California Public Records Act trainings in December 2012 and December 2013 are especially significant in that these are directly relevant to Finding #6 as described in the ACCJC January 31, 2012 warning sanction letter to SBCC: "Board violation of the Brown Act, public disclosure, and employee contracts and agreements."

Additionally, in the Board's 2013-14 Annual Goals, adopted at the August 22, 2013 Regular Meeting (www.sbcc.edu/boardoftrustees/goals.php), three of the seven goals deal with topics directly related to Commission Recommendation 1:
- Accreditation: Provide leadership in ensuring:
  - (a) the college meets the standards of accreditation as set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC).
  - (b) the Board's governance practices align with the standards of accreditation.
  - (c) the structure and processes are in place to undertake the institutional self evaluation study in preparation for ACCJC's comprehensive site visit in Fall 2015.
- Board Development: Develop and implement an annual Board Development Plan (discussed at August 7, 2013 Study Session, September 12, 2013 Study Session)

- Board Relationships: Foster constructive working relationships among Board members and between the Board and the Superintendent/President

A fourth Board 2013-14 Annual Goal is the creation of a Board Development Plan which includes regular and ongoing education and training as one of its components. As stated in the minutes of the August 7, 2013 Special Meeting, "The Board members will attend appropriate statewide conferences. The schedule for the upcoming conferences was presented for discussion. In December the Board will review the board policy on ethics. Every year a presentation on the Brown Act will be provided, and on election years, an orientation for prospective board members. Study Sessions will be noted as part of this plan." [link to evidence]

The 2013-14 Board Annual Goals were discussed at the August 7, 2013 Special Meeting, and formally adopted at the August 22, 2013 regular Board meeting.

(2) The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President evaluation.

The process for Board evaluation is defined in Board Policy 2745: Board Self-Evaluation. Compliance with this process is demonstrated by the minutes of the June 27, 2013 Board meeting (Board Agenda Item 2.3) which noted that the results of the Board's self-evaluation was presented and discussed by the Board. [link to evidence].

The Board evaluation instrument was discussed at the July 27, 2012 Board Retreat, and at the August 9, 2012 Special Meeting and Study Session.

Board Policy 2745 also specifies the development of annual Board goals, and compliance is demonstrated by the minutes of the August 22, 2013 Board meeting (Board Agenda Item 2.2) [link to evidence]. Together, these demonstrate the Board's compliance with its roles and responsibilities with regard to self-evaluation.

The establishment of a process for evaluation of the Superintendent/President is articulated in Board Policy 2435: Evaluation of Superintendent/President. The process itself is specified in Administrative Procedure 2435 Evaluation of Superintendent/President. Both the BP and the AP include appropriate references to Accreditation Standard IV. Compliance with the roles and responsibilities with regard to evaluation of the Superintendent/President is evidenced by the closed session meetings regarding the evaluation of the Superintendent/President, which conform to the schedule detailed in AP 2435. These meetings are recorded in the minutes of the Special Meetings of May 9, 2013, June 6, 2013, June 13, 2013, and June 27, 2013. The Superintendent/President's contract was approved through the adoption of an amendment to the contract that was noted in the July 25, 2013 Regular Board meeting minutes.

Summary

In summary, the Board has amply demonstrated compliance with Commission Recommendation 1 through recurring topic-specific public agendized trainings on appropriate roles and the related accreditation standards. The Board demonstrates plans to continue relevant training. The Board has also demonstrated compliance with these roles and responsibilities in its processes for Board evaluation and Superintendent/President's evaluation.

Commission Recommendation 2

In order to meet Accreditation Standards, the Board should revise its code of ethics policy to align with Accreditation Standards and policies (and the legal requirements of the board), identify a procedure, and the person(s) responsible for the enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IV.B.I.h)

The Board continues to demonstrate its commitment to reviewing and revising Board Policy 2715 Code of Ethics as evidenced by the most recent policy revision dated July 25, 2013. [link to evidence]. The Board began its review of the policy at the January 10, 2013 Board Study Session. [link to evidence] The revision clarified and strengthened the policy by adding the following headers which grouped the codes of ethical behavior thematically:

- Act in a manner that reflects the values of the institution
- Demonstrate effective leadership
- Promote and maintain good relations with other Board members
- Promote a healthy professional relationship with the Superintendent/President, faculty and staff

Previously, the Board revised and approved BP 2715 Code of Ethics in March 2012. The evidence supports the dynamic nature of how the Board regularly reviews and updates BP 2715 Code of Ethics. [link to evidence]

BP 2715 Code of Ethics is compliant with Accreditation Standards and state and federal legal requirements. The policy delineates the process to be followed to address violations by any member(s) of the Board. It designates the Board President as the person responsible for the enforcement of the policy. If it is alleged that the Board President has violated the policy, the responsibility is delegated to the Vice President of the Board.

The Board further demonstrates its commitment to BP 2715 by scheduling ethics training at regular Board meetings. This is evidenced by the minutes of the December 13, 2012 meeting reflecting that the Board President distributed and stressed the importance of BP 2715 with the newly elected and incumbent Board members. Ethics training was also conducted at the regular Board meeting on December 5, 2013. [links to evidence]

The Board has also implemented orientation training for new members. [links to evidence]

The Board acts with civility and is attentive to ethical conduct. As evidenced by the videos of its

meetings (see http://www.youtube.com/user/SBCCBoardofTrustees), the Board is no longer a contentious assembly of decision makers. Honest disagreements are heard, trustees listen to each other with respect, and policy decisions are made. The Board continues to modify and update Board Policy, approve recommendations designed to ensure student success, develop evaluation procedures for itself and the Superintendent/President and engage in training programs consistent with ACCJC recommendations.

The Board's behavior demonstrates compliance with BP 2715 Code of Ethics. A review of minutes of meetings of the Academic Senate, College Planning Council, Student Senate, Curriculum Advisory Committee, and Board of Trustees since the ACCJC Warning sanction in March 2012 reflects that there is no evidence that the Board has engaged in intrusive behavior into College matters, including College governance committees and processes, curriculum processes and college operations, or other actions as described in the ACCJC January 2012 findings, and that the Board has adhered to Board Policies and Administrative Procedures.

Further, the Board reviewed and adopted Board Policy 2410 Board Policy and Procedure on July 27, 2013. [link to evidence] The revised policy appropriately delegates the responsibility for administrative procedures to the Superintendent/President:

> "Administrative procedures are statements of specific methods to be used in implementing Board policies. Administrative procedures are issued and revised by the Superintendent/President, in consultation with the appropriate participatory governance groups as stipulated in Board Policy 2510 titled Participation in Local Decision Making. Such administrative procedures shall be consistent with the intent of Board Policy.
>
> The Board recognizes the role of the Superintendent/President in operationalizing Board policy through administrative procedure. As part of the Board's oversight function, the Board will hold the Superintendent/President accountable for ensuring that administrative
> procedures are consistent with Board policies."

Summary

In summary, the Board has amply demonstrated compliance with Commission Recommendation 2 by revising its code of ethics policy to align with Accreditation Standards and policies and the legal requirements of the board, and has identified the procedure and persons responsible for the enforcement of the policy. The Board acts with civility and is attentive to ethical conduct.

Commission Recommendation 3

In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, processes, and practices, the Board should work with administrators, faculty, staff, and students for the good of the institution. The Board should focus its work toward ensuring that it works in a collegial manner to support the accomplishments of the college mission and improvement of student learning programs and services.

As detailed in the March 2013 Special Report, the Board addressed this recommendation and continues to focus its attention on these fundamental aspects of governance. This March 2014 Special Report provides an update of the Board's efforts in this regard by examining the three parts of Commission Recommendation 3: (1) Board re-direction of its focus; (2) Board should work with the College for the good of the institution; and (3) Board should work in a collegial manner.

(1) Board Role and Responsibilities
Evidence of the Board re-directing its focus, working with the College for the good of the institution, and working in a collegial manner can be measured by its actions. The Board has accomplished this by further stepping back from a more involved role in operational aspects of the college and assuming an appropriate place within the governance structure of the institution more congruent with the policy-level responsibilities of a board of trustees. The Superintendent/President assisted (and continues to assist) the Board in this effort by ensuring that the Board has a perspective of its role as the governing body of a community college district.

In addition, the Superintendent/President, in conjunction with the Board president, is deliberate and purposeful regarding the nature and scope of items which are presented to the Board for consideration and action. Such careful consideration ensures that Board discussion and action are focused on issues that are aligned with the roles and responsibilities of a governing board. Examples include the following agendized discussion items on the Board agenda over the past year. These topics document the policy-level nature of Board dialog, interaction, and engagement:

- Facilities planning/needs (4/11/2013 Study Session, August 7, 2013)
- Future bond consideration (2/21/13 Study Session, 3/14/2013 Study Session,

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August 8, 2013 Study Session)
- Educational Master Plan (3/14/2013 Study Session, September 12, 2013 Study Session)
- Board policy revision and update initiative (June 27, 2013 and prior, July 25, 2013, September 26, 2013, April 5, 2012 and June 11, 2012, Fiscal Subcommittee, ongoing)
- Board Self-Evaluation (4/25/2013 Regular Meeting, 5/23/2013 Regular Meeting)
- Mission statement redefinition (January 10, 2013 Study Session, First and Second Reading on 3/28/2013 and 4/25/2013.
- Joint meeting with the two local K-12 school districts (April 16, 2013)
- Defining budget reserves (Fiscal Subcommittee August 26, 2013, October 7, 2013)
- Accreditation Status (July 25, 2013 and other dates to be supplied)
- Board Organization and Structure (Study session December 6, 2013)
- Include planned items for Jan 2014 - March 2014

Further, the Board's annual goals (www.sbcc.edu/boardoftrustees/goals.php) provide insight the Board's focus and direction. These goals are suitable for a governing body of a community college district and emphasize the appropriate role and responsibilities of such boards.

(2) Board Education and Development

The Board's commitment to ongoing education and professional development has helped the trustees clarify and affirm their role and responsibilities vis-à-vis that of the Superintendent/President and that of college employees. This has shaped and directed their focus and efforts. Of primary importance in this regard is the focus of presentations and discussions placed on the Board agendas at monthly study sessions and regular meetings. Presentation and discussion topics are of an educational, fiduciary, strategic planning, and institutional policy nature. Examples include the following which have engaged the Board in matters aligned with its role and responsibilities:

Date	Topics Discussed
March 14, 2013	Educational Master Plan Facility Needs and Future Bond Program
March 28, 2013	California Assembly Bill 955

April 11, 2013	Facilities Planning
April 16, 2013	Joint Board meeting with Santa Barbara Unified School District and Carpinteria Unified School District
May 9, 2013	Title IX
May 23, 2013	California Student Success Scorecard
June 27, 2013	SBCC's One College Initiative
July 25, 2013	Status of Accreditation
August 7, 2013	Role of the Board of Trustees: Scenarios Our Capacity as an Institution
August 8, 2013	Facility needs and future bond program
September 12, 2013	Educational Master Plan
October 10, 2013	Facility needs and future bond program New Educational Program Initiatives
October 24, 2013	Simms/Mann Early Childhood Development Think Tank and Fellowship Program
November 7, 2013	Overview of SBCC Programs in Support of Underserved Populations
December 5, 2013	Brown Act Workshop/Ethics Training Facilities improvement projects
January 9, 2014	Mid-year review of Board Goals
February XX, 2014	TBD
March XX, 2014	TBD

The Board's commitment to ongoing education and professional development is further demonstrated by the development of a schedule of study session topics for 2013-14 that is aligned with the roles and responsibilities of governing boards. [link the study session board agenda item as evidence].

In addition, the Board's commitment to education and professional development is demonstrated by the trustees' attendance at conferences and workshops including ongoing participation at the Community College League of California's annual Effective Trusteeship Workshop each January, the annual Trustees Conference each May, and the annual League Convention each November. [link the professional development board agenda item].

(3) Board Actions

Evidence of the Board re-directing its focus, working with the college for the good of the institution, and working in a collegial manner can be found by an examination of its actions - specifically the absence of behaviors incongruent with the roles and responsibilities of trustees. The Board has consistently demonstrated an absence of involvement in day-to-day operations of the college. In the period of more than 2 years following the events cited in the January 31, 2012 ACCJC findings, Board members have not attended college governance meetings (e.g., meetings of College Planning Council, Academic Senate, Curriculum Advisory Committee, Classified Consultation Group, and the like) unless invited. Minutes of these college governance bodies attest to the absence of Board member influence into the nature and content of the college-level governance meetings. The Board has engaged in appropriate discussion, commentary, and inquiry during Board meetings and study sessions. Minutes and recording (see http://www.youtube.com/user/SBCCBoardofTrustees) of Board meetings and study sessions provide evidence as to the absence of comments, directives, and questions by the Board that stray into operational details and administrative responsibilities.

That is, it is the absence of actions and behaviors that attest to the Board's redirection of its focus, its efforts to work for the good of the college, and its commitment to work in a collegial manner.

[Evidence: Insert link to website: CAC minutes, Academic Senate minutes, CPC minutes, Board and Study Session minutes]

(4) Empowerment, Innovation, and Institutional Excellence

In March 2013, the Aspen Institute announced that SBCC was awarded the Aspen Prize for Community College Excellence. This award was given on the basis of the following (as excerpted from the Aspen Institute website):

"... in recognition of the education and workforce imperatives facing our country, the Aspen Institute, the Joyce, Lumina and W.K. Kellogg Foundations, and the Bank of America Charitable

Foundation have partnered to launch the $1 million Aspen Prize for Community College Excellence.

The purpose of the Aspen Prize is to recognize community colleges with outstanding academic and workforce outcomes in both absolute performance and improvement over time. By focusing on student success and lifting up models that work, the Aspen Prize will honor excellence, stimulate innovation, and create benchmarks for measuring progress."

Such an honor could not be achieved absent a board committed to empowerment, innovation, and institutional excellence.

Further evidence of the Board's commitment to empowerment, innovation, and excellence are two prominent awards recently garnered by SBCC employees. In May 2013, an SBCC classified staff member was honored as Classified Employee of the Year by the California Community Colleges Chancellor's Office. And in November 2013, an SBCC faculty member was honored as U.S Professor of the Year for California by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching.

(5) College-Level Governance

Empowerment is fueled by genuine engagement in decision-making and participatory governance. The Board and Superintendent/President are aligned in their commitment to empowerment of the College principally through engagement of College Planning Council (the primary constituent-based participatory governance body of the College) on decision-making matters of import. This has been borne out by the following initiatives launched over the past year through College Planning Council's oversight:

- Zero-based budgeting to build the 2013-14 budget;
- Classified staffing prioritization needs;
- Educational master planning process;
- Integrated planning process;
- Budget reserve principles;
- Adding a second summer session;
- Facility prioritization;
- [TBD: Look at CPC agendas for more examples]

In addition, the Board has removed themselves from reviewing Administrative Procedures, which shows a genuine commitment to College processes.

(6) Collegiality

The Board engages as a governing body and as individual trustees in an effective, ethical, and professional manner. They treat each other and all who come before them with respect. This is evidenced by Board dialog, interchange, and commentary of the Board's meetings (see recordings at http://www.youtube.com/user/SBCCBoardofTrustees). Further, the professional conduct of the Board is supported by examining the comments and outcomes of its annual self-evaluation, conducted every June). [link to the outcomes of the last evaluation June 27 2013 board meeting - in the attachments] Of particular note, 100% of the Board ranked the statement *"once the Board makes a decision, it acts as a whole"* with marks of *outstanding* and/or *excels* on its June 2013 Board self-evaluation. An additional marker is the ratings for the following Board self-evaluation question: *cultivates and maintains constructive working relationships among Board members and between the Board and Superintendent/President.* One hundred percent of the Board ranked this statement with marks of *outstanding*, *excels*, and/or *good* on its June 2013 Board self-evaluation.

Summary

In summary, the Board has amply demonstrated compliance with Commission Recommendation 3 through its deliberate focus on creating an environment for empowerment, innovation, and institutional excellence. The Board has worked through established governance structures, processes, and practices in a collegial manner to support the college mission and the improvement of student learning programs and services.

Appendix: Listing of Evidence

To Be Provided

Academic Year	Non-Credit P2 Allocation
2013 - 2014	$250,394.00
2012 - 2013	$421,330.00
2011 - 2012	$421,330.00
2010 - 2011	$421,330.00
2009 - 2010	$421,313.00
2008 - 2009	$391,668.00

DRAFT December 4, 2013

SANTA BARBARA CITY COLLEGE

EDUCATIONAL MASTER PLAN

2014

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1.0 INTRODUCTION

1.1 The Nature and Purpose of the Educational Master Plan

Santa Barbara City College's Educational Master Plan (EMP) enacts our Mission and Core Principles by placing those statements of values and purpose at the forefront of our planning efforts. Specifically, the EMP creates the context and structure through which the College identifies and pursues the strategic directions and goals which advance our mission and which ultimately support teaching, learning, and student success and goal attainment. As a master plan, the vision embodied here is forward-looking and provides focus for the institution over the next six to eight years as we engage students in their education.

Our Mission

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

> Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Our Core Principles

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- A free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

1.2 The Educational Master Plan Development Process

This section briefly describes the steps involved in the development of the Educational Master Plan. More details can be found in Appendix A.

The Integrated Planning Workgroup (IPW) was formed early in the process to act as the coordinating and review body. The process began with workshops to solicit proposed Strategic Directions from a broad range of constituents. The resulting themes were gradually refined and distilled down to a final set of four Strategic Directions. The IPW then added a small number of draft Strategic Goals under each, based on all the information and discussions in the prior steps. Feedback from constituents was solicited and incorporated at each step to help insure that the final results best represent the aspirations of the institution.

Please see Appendix A for a more detailed description of the steps in the EMP development process.

2.0 INTEGRATED PLANNING

This section describes Santa Barbara City College's integrated planning process, and provides a conceptual model of the main components of the process.

2.1 The Integrated Planning Process

The College's Mission and Core Principles, developed and refined through broad-based consultation, inform all aspects of the planning process, including the College's four major planning documents:

1. Educational Master Plan: The EMP integrates all planning processes at the College and guides decision-making. It outlines a comprehensive, long-term strategy for the College.

2. Facilities Master Plan: The FMP guides the District's future growth and development based on the goals established by the Educational Master Plan. The FMP addresses needs for high quality instructional, student support and work spaces, sustainable development and operations, and an attractive campus environment conducive to learning.

3. District Technology Plan: The DTP documents processes for adopting new technology, as well as for optimally maintaining existing technology. Plans for integrating new technology take into account the impact on human, financial, and physical resources, including training needs for faculty and staff.

4. Distance Education Plan: The DEP focuses on teaching practices, professional development, and student success as it relates to the delivery of online instruction as one teaching modality. It links with the EMP, FMP, and DTP to establish the role of online instruction within the College's overall course offerings.

All four of these plans require regular, consistent forms of measurement, including but not limited to those in the Chancellor's Office Scorecard and the SBCC Institutional Effectiveness Report. Longer term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of our planning processes.

The plans also go through our consultation process annually, making them responsive to the College's changing needs and circumstances. The College Planning Council, chaired by the Superintendent/President with representation from administration, management, faculty, staff,

and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

Within the annual planning process, Program Review is central. The Program Review process allows all departments, programs, and areas of the College to evaluate and improve how successfully they are fulfilling the College's mission and core principles and to connect their planning to the College's Strategic Directions and Goals. At the same time, Program Review allows individual departments, programs, and areas of the College to contribute new ideas to the four major planning documents through input from the Program Evaluation Committee (PEC). This committee, with College-wide representation, analyzes and reports on the Operational, Instructional, and Faculty-Led Student Services Program Review.

The Program Review process is on a three-year cycle, with annual updates for resource requests and analysis of progress towards goals. The annual resource requests from Program Review go through various consultation processes to be evaluated and ranked, with CPC making final recommendations for funding. Program Review allows each department, program, and unit to define its mission, describe how it contributes to the mission of the College, identify particular goals it wants to achieve (largely but not exclusively tied to the College's Strategic Directions and Goals), outline the strategies it will use to accomplish those goals, and reflect upon progress made towards past goals.

Program Review also provides an opportunity for departments, programs, and units to analyze data relevant to their performance, thus linking to the ongoing cycle of assessment and improvement. For the Operational Program Review, units identify the data they will collect over the coming year and design a customer service survey for their unit. They also provide a self-assessment of their unit, identifying both strengths and areas for improvement. For Instructional and Faculty-Led Student Services Program Review, the data reviewed includes enrollment and/or usage trends as well as student performance data based on Student Learning Outcomes at the course, department/program, and institutional level. Finally, Program Review also affords an opportunity for departments and programs to update Course Outlines of Record, to identify ways to collaborate with other units across the College, to design outreach activities with local schools and the larger community, and to make recommendations for ways to improve the Program Review Process.

The planning cycle is ongoing, cyclical, and iterative. It relies on continuous conversation between and among the various planning groups and allows for any group to feed into the planning process.

2.2 Integrated Planning Concept Map

This diagram shows the primary components of Santa Barbara City College's integrated planning process, and their connections to each other. People are central to the model, with students at the core. People express their will through the governance process, giving rise to the Mission and Core Principles, which in turn drive Strategic Planning. The Educational Master Plan, with the SBCC Strategic Directions and Strategic Goals at its core, drives all other strategic plans. Strategic plans and Programs interact bidirectionally. Because of these linkages, Programs in turn reflect the Mission and Core Principles.

Regular evaluation and improvement at every level comprise a key element of Strategic Planning, Programs, Governance, and the Integrated Planning cycle itself.

SBCC Integrated Planning Concept Map
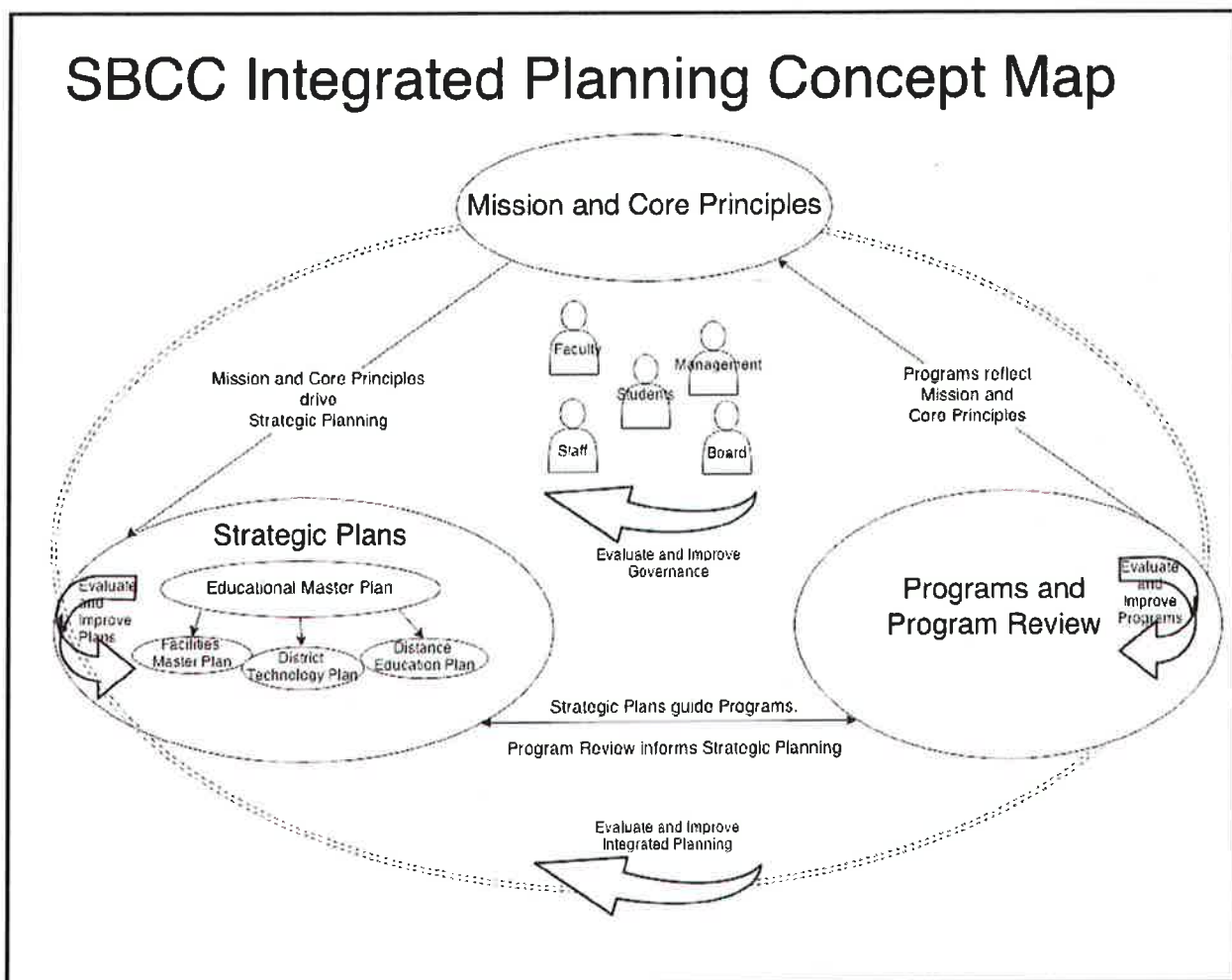
3.0 Strategic Directions and Strategic Goals

This section lists the Strategic Directions and Strategic Goals that were the product of broad-based constituent input across the college. As described in Section 1.2, what began as a large collection of themes that arose from various workshops and interviews was gradually distilled, through further dialog and reviews of evidence, into a focused set of four Strategic Directions. The choice of a small number of carefully-chosen Strategic Directions was intentional, reflecting both their importance as most representative of the collective college voices, and the practicality of avoiding an overly-ambitious undertaking.

We define these terms as follows:

Strategic Direction: An essential line of significant progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions, to realize its Mission more fully.

Strategic Goal: A major aspiration that the institution intends to realize under a linked Strategic Direction.

3.1 List of Strategic Directions and Strategic Goals

The four Strategic Directions are presented, each with a number of Strategic Goals which serve to further focus the concept being expressed.

Strategic Direction 1: Foster student success through exceptional programs and services.

- Strategic Goal 1.1: Support students as they transition to College.
- Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.
- Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).
- Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.
- Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.
- Strategic Goal 1.6: Foster institutional improvement through professional development.

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

- Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.
- Strategic Goal 2.2: Develop a culture of emergency preparedness.
- Strategic Goal 2.3: Improve the College's safety infrastructure.
- Strategic Goal 2.4: Implement sustainable environmental practices.
- Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

Strategic Direction 3: Use technology to improve college processes.

- Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.
- Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
- Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

Strategic Direction 4: Involve the College community in effective planning and governing.

- Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.
- Strategic Goal 4.2: Improve communication and sharing of information.
- Strategic Goal 4.3: Strengthen program evaluation.

3.2 Linkage Between Strategic Plans and Program-Level Activities

It is critical that there be a meaningful and bidirectional connection between high-level strategic planning and program-level activities either in progress or planned. Without this connection, the strategic plan sits on the shelf, and the program-level plans and activities proceed without sufficient high-level integration. The connection needs to be bi-directional, to allow for planning guidance to flow from the strategic to program level, and to allow feedback from the evaluation of program outcomes to inform and influence the next planning cycle.

To facilitate that connection, in the Program Review process, every program will link at least one of its improvement goals, as applicable, to at least one Strategic Goal, and report each year on its progress in supporting that Strategic Goal. (The linkage is optional in 2013-14, and will become required in 2014-15.) The Program Evaluation Committee (PEC) will produce an annual report summarizing all these program contributions to the pursuit of the Strategic Goals.

In addition, four major governance groups (Academic Senate, Deans' Council, College Planning Council, and the District Technology Committee) will take responsibility for further facilitating the EMP-program connection. Each year, each group will ask at least one program, committee, or department to focus on making institutional progress toward each Strategic Goal, and to report back at the end of the year to a coordinating body designated by the College Planning Council (CPC). This coordinating body will analyze all these reports, along with the Program Evaluation Committee's annual report and the results of the direct measures specified for each Strategic Goal, and submit an annual assessment of SBCC's overall progress in the Educational Master Plan to the College Planning Council

	Annual Progress Reports*	Annual Program Review**	Academic Senate	Deans' Council	College Planning Council	District Technology Committee
Strategic Direction 1: Foster student success through exceptional programs and services.	✓	✓	✓	✓		
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	✓	✓			✓	
Strategic Direction 3: Use technology to improve college processes.	✓	✓				✓
Strategic Direction 4: Involve the College community in effective planning and governing.	✓	✓			✓	

*Annual collection and analysis of progress reports by a coordinating body designated by CPC
** Annual Summary Report produced by the Program Evaluation Committee

4.0 Measurement and Evaluation

This section describes the measurement and evaluation of progress on the Strategic Directions and Strategic Goals.

4.1 Measurement on Strategic Goal Progress

Progress on a given Strategic Direction will be measured by the progress on its constituent Strategic Goals.

Strategic Direction 1: Foster student success through exceptional programs and services.	Measures of Progress
Strategic Goal 1.1: Support students as they transition to College.	1. Percent of new students who complete an activity related to each component of the Student Success Act (assessment, orientation, advising, declared program of study, development of ed plan) 2. Percent of new students who participate in a program-specific orientation (e.g. ESP, STEM)
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	1. Percent of students who participate in defined engagement activities (clubs, organizations, student government) 2. Bi-annual Student Engagement Survey, starting in Spring 2014, with follow-up analysis and discussion.
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	*1. Performance on CCCCO Student Scorecard measures, by subgroup: Basic Skills Progression, Persistence, Completion of 30-Unit Milestone, Retention, Completion 2. Number of students who participate in special programs designed to support student equity and success
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	1. On the Student Evaluation of Faculty form, ask students to rate the extent to which course expectations were made clear in the syllabus and by the instructor. Possibly include this question in other bi-annual student survey(s). 2. On the Student Evaluation of Faculty form, ask students to rate the extent to which the instructor provided strategies for meeting course expectations.

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	* 1. Annual evaluation of institutional effectiveness as contained in the annual Institutional Effectiveness Report.
	
	* 2. Annual evaluation of outcomes on SBCC Institution-Set Standards for Student Learning and Achievement. At a minimum:
	  2a) Successful Course Completion Rate
	  2b) Student Retention Rate
	  2c) Degree Completion
	  2d) Certificate Completion
	  2e) Transfers to 4-year institutions
	
	3. Measures of performance on Institutional Student Learning Outcomes.

Strategic Goal 1.6: Foster institutional improvement through professional development.	1. Proportion of each employee group who participate in professional development activities
Strategic Direction 2: **Provide facilities and institute practices that optimally serve College needs.**	**Measures of Progress**
Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.	* 1. Progress towards completing the priorities of the Long Range Facilities Projects (January 2008)
Strategic Goal 2.2: Develop a culture of emergency preparedness.	1. Documentation and evaluation of emergency preparedness activities
Strategic Goal 2.3: Improve the College's safety infrastructure.	1. Documentation of and evaluation of safety plan updates * 2. Review of Crime Statistics
Strategic Goal 2.4: Implement sustainable environmental practices.	* 1. Progress on goals in the Sustainability Plan (due April 2014)
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	1. Annual assessment of enrollment targets that take into account finances, human resources, and physical infrastructure needed to support the targets. * 2. Achievement of enrollment targets each term.
Strategic Direction 3: Use technology to improve college processes.	**Measures of Progress**

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	* 1. Operational improvements based on the results of relevant business process analyses.
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	1. Participation in Faculty Resource Center workshops and other forums on improving learning using instructional technology.
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	* 1. Progress made on integration-related projects on the Administrative Systems Workgroup project list.
Strategic Direction 4: Involve the College community in effective planning and governing.	**Measures of Progress**
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	* 1. Census of committee participation by governance group, including breakout by role (faculty, staff etc). 2. Establishment and maintenance of a list of service opportunities (both college and college-related community opportunities)
Strategic Goal 4.2: Improve communication and sharing of information.	* 1. Annual Communication Improvement Survey
Strategic Goal 4.3: Strengthen program evaluation.	* 1. Progress in evaluation and improvement cycle coordinated by PEC

* In the table above, measures marked with an asterisk are *outcome* measures that contribute to a description of how well the intent of the Strategic Goal was met, and as such are stronger than measures of single *inputs* such as a percentage of participation in an activity. In future iterations of this plan, we will strive for a higher proportion of these kinds of outcome measurements, in order to better understand and gauge our effectiveness as an institution.

4.2 Institution-Set Standards

In its Fall 2013 Annual Report to the Accrediting Commission for Community and Junior Colleges, Santa Barbara City College declared five Institutional-Set Standards relating to student achievement. These are:

1. Successful Student Course Completion Rate

2. Percent of Students Retained Fall 2011 to Fall 2012

3. Degree Completion

4. Certificate Completion

5. Transfers to 4-year Institutions

Through discussions between Institutional Assessment, Research, and Planning, the Executive Vice President of Educational Programs, and others, these standards were initially defined to be the trailing 5-year average of the corresponding measurement. Future discussions are planned to revisit and refine this definition.

Annual evaluation of student achievement relative to these standards will be a part of the regular evaluation of the Educational Master Plan.

4.3 Other Measures of Institutional Effectiveness

The following additional metrics will also be used in evaluating overall progress on the Strategic Directions in the Educational Master Plan:

Internally, the Office of Institutional Assessment, Research, and Planning collects additional measures of Institutional Effectiveness and publishes them annually in the Institutional Effectiveness Report.

Externally, the California Community College Chancellor's Office publishes an online Student Success Scorecard (scorecard.cccco.edu) that is updated annually based on the data submissions required of each college through its Management Information System (MIS). In addition to a demographic breakdown by gender, age, and ethnicity, the Student Success Scorecard includes the following metrics. Each of these metrics is disaggregated by gender, age, and ethnicity/rate, and is reported for three groups of students: (1) "College Prepared" (students whose lowest course attempted in Math and/or English was college level), (2) "Unprepared for College" (students whose lowest course attempted in Math and/or English was remedial level), and (3) "Overall" (students who attempted any

level of Math or English in the first three years).

1. Persistence: Percentage of degree and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

2. 30 Units: Percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

3. Completion: Percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcome.

4. Remedial: Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

5. Career Technical Education: Percentage of students tracked for six years who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Additional measures will be considered in Spring 2014 when baselines are established for all measures. Candidates include SLO-related metrics, post-graduation outcomes, and short-term CTE achievement.

5.0 Evaluation and Improvement of the Educational Master Plan

This section describes the regular cycle of evaluation and improvement of the Educational Master Plan.

I.   The College Planning Council will confirm or establish baselines for all applicable measurements specified in the Educational Master Plan (EMP) by the end of Spring 2014.

II. The College Planning Council will evaluate the EMP annually beginning in Spring 2015. The evaluation will include at least the following elements:

   A. Review and analysis of progress on each Strategic Goal, based on the following:

      1. Results of all measurements specified for that Goal

      2. Program Evaluation Committee summary report of progress on Program Review goals linked to that Goal

      3. Progress reports from committees, departments, offices, and other entities to which that Goal was referred for action

   B. Review and analysis of progress on appropriate measures related to institutional effectiveness and student learning but not already included in the EMP, such as the following:

      1. SBCC Institutional Effectiveness Annual Report measures

      2. SBCC Student Profiles Report measures

      3. Chancellor's Office Student Success Scorecard

   C. Assessment of overall progress on Strategic Directions and Goals based on the reviews and analyses above, with recommendations for changes in the Strategic Directions, Strategic Goals, Measurements, and/or Linkages as warranted

   D. Recommendations for enhancements in College structures, processes, and operations designed to improve progress on the Strategic Directions and Goals

   E. Assessment of the accuracy and usefulness of the other EMP sections, with recommendations for improvements as needed

   F. Assessment of the process used in developing and maintaining the EMP, with recommendations for improvements as needed

G. Schedule for implementation of recommendations

H. Solicitation and incorporation of campus feedback on recommendations as appropriate

III. The College Planning Council will submit its final recommendations regarding the EMP to the Superintendent/President by June 30 each year. After final approval by the Superintendent/President and the Board of Trustees, the revised EMP will be posted on the college website, and all members of the college community will be notified of its availability.

APPENDIX A: Steps in the Development Process of the Educational Master Plan

This section provides details of the steps in the development of the Educational Master Plan.

1. Broad Participation in Workshops to Develop Proposed Strategic Directions, March-April 2013

- 162 faculty, classified staff, managers, students, and Board members in 22 workshops envisioned SBCC after 6-8 years of adhering closely to the Mission and Core Principles, and then identified actions needed to get there from here.

2. Identification of Proposed Strategic Directions, April 2013

- Content analysis distilled 47 themes and proposed Strategic Directions from workshop responses, of which 11 were associated with more than one-third of the participants.

3. Evidence Review, April-May 2013

- Prior to the May retreat, participants reviewed major sources of evidence, such as:

  - March 2012 Draft of College Plan 2011-14, with updated performance charts
  - Institutional Effectiveness Report, February 2013
  - Years to Transfer for SBCC Students, April 2013
  - 2010-11 Student Library and Technology Engagement Survey
  - Fall 2012-Spring 2013 Leadership and Governance Survey Comparison
  - Future Bond Program Proposed Projects Summary Report, March 2013
  - District Technology Plan 2011-14
  - What Students Say They Need to Succeed: Key Themes, January 2013

4. College Planning Council/Integrated Planning Workgroup Retreat, May 3, 2013

- **18 participants developed four draft Strategic Directions through the following steps:**

  - Focusing on the top 11 proposed Strategic Directions, participants envisioned SBCC after 6-8 years of adhering closely to each Direction in that pool.
  - They discussed and refined the pool in light of links with other proposed Strategic Directions and in light of the evidence they had reviewed before the retreat.
  - Through a voting procedure, they identified a cluster of six proposed

Strategic Directions as the most important for SBCC over the next six to eight years.
- They consolidated and refined those six proposed into four concise draft Strategic Directions.

5. Integrated Planning Workgroup Refinements, May-June 2013

- Members refined the draft Strategic Directions, and added a small number of draft Strategic Goals under each based on all the information and discussions in the prior steps.

6. Feedback from the College Community, July-September 2013

- College-wide feedback on the draft Strategic Directions and Goals was solicited as follows:

  - Presentations to Academic Senate, Classified Consultation Group, Executive Committee, and Board of Trustees; targeted survey of Student Senate
  - President's presentation at All-College Fall Kickoff
  - Survey sent to all personnel elicited 260 responses, endorsement of the draft Strategic Directions and Goals by 85% of respondents, and 82 written comments or suggestions.
  - Integrated Planning Workgroup reviewed all feedback, made revisions as appropriate, and issued its final recommendation.

7. Completion of Educational Master Plan and Incorporation into Program Review, October-December 2013

- College Planning Council approved the Strategic Directions and Goals on October 1, 2013.
- Fall 2013 Program Reviews gave programs the option of linking their own plans as applicable to Strategic Directions or Goals.
- Integrated Planning Workgroup developed and refined the rest of the Educational Master Plan, including measurements, referrals for action, and review and revision provisions, October-November 2013.

8. Final Approvals and Follow-Up Activities, December 2013-Spring 2015

- College Planning Council is scheduled for final review and approval of the Educational Master Plan on December 10, 2013.
- The Board of Trustees is scheduled for final review and approval of the Educational Master Plan on February 27, 2014.
- Spring 2014 roll-out events will facilitate dialogue and reflection on meaningful integration of the Educational Master Plan with program reviews, the actions of

College committees and other bodies, and College operations.
- Fall 2014 program reviews will link program plans as applicable to Strategic Directions or Goals.
- The first cycle of systematic evaluation and improvement of the Educational Master Plan is scheduled for Spring 2015.

APPENDIX B: GLOSSARY

Academic Senate: The Academic Senate at SBCC follows the guidance of the statewide Academic Senate for California Community Colleges, which strives to promote the effective participation in their Colleges' decision making in academic and professional matters. These matters are widely known as the "ten plus one", and are locally specified in SBCC's Board Policy 2510, following Title 5, Sections 53200-53206.

Accreditation: Every six years SBCC undergoes re-affirmation of our accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a branch of the Western Association of Schools and Colleges. Accreditation is a quality assurance process that gives us the opportunity to engage in institution-wide dialogue and self-evaluation activities in order to gain a comprehensive perspective of our College. The scope of accreditation is to promote quality and improvement.

Board of Trustees: Board members directly represent the people of the SBCC District (Carpinteria to Goleta) in determining board general policies and making decisions which govern the total operations of the entire District and Santa Barbara City College.
The seven members of the Santa Barbara Community College District Board of Trustees are elected by District voters for four-year terms and represent areas within the District.

Classified Consultation Group (CCG): the body representing the classified staff in such issues as shared governance, College deliberations regarding a variety of issues ranging from district policies, procedures, practices, needs, and assessments.

College Planning Council (CPC): The College Planning Council participates in the development of the College budget, makes recommendations to the Superintendent/President on allocation of College resources, and serves as advisory group to the Superintendent/President on fiscal planning matters. Membership includes administrators, faculty, support staff, and a student.

District Technology Plan: Under development by the District Technology Committee, the technology master plan will set the direction for technology acquisition for the next 3-5 years, until 2014.

Executive Committee (EC): a group comprised of the President/Superintendent, Executive Vice President of Educational Programs, Vice President of Business Services, Vice President of Information Technology, and the Vice President of Human Resources. The Executive Committee meets once a week and serves as the informational clearinghouse where decisions and recommendations are made pertaining to institutional goals, values, and priorities, with information based on research and collegial consultation.

Facilities Master Plan: The plan describes how the physical campuses and sites will be improved to meet the educational mission of the College, serve the changing needs and address the projected enrollment. This plan integrates the Technology Master Plan, Staffing Master Plan, and Educational Master Plan.

Instructional Technology Committee (ITC): The Instructional Technology Committee provides guidelines and leadership in the development of the instructional technology plan for Educational programs. Serves as an advisory committee for the Faculty Resource Center. Provides guidelines for campus-wide software and platform implementation.

~~Institutional Planning Committee (IPC): The Institutional Planning Committee, a shared governance committee, oversees and coordinates district wide strategic planning. The committee makes recommendations to College Council. The IPC Committee: reviews and provides advice to the groups on campus that develop plans and the budget development committee; reviews and endorses the Educational Master Plan, Facilities Master Plan, Annual Strategic Plan, Human Resources Master Plan and the Technology Master Plan; reviews critical data needed for planning, including analysis of internal and external trends and publishes findings to assist planning throughout the College; reviews the results of department and division program reviews and assessments; contributes to the development of District annual strategic and multi-year planning goals; reviews forecasts and recommends planned growth, program development parameters for education planning and staffing allocation levels; and completes an annual review of the IPC charge to confirm that the committee is working to meet internal expectations and accreditation standards.~~

Mission Statement: A clear, concise statement of the institution's purpose and direction. ~~The annual process by which departments, service areas, and work units plan their future course, and identify resource staffing and facilities needs as they relate to the College's direction.~~

Program Evaluation Committee (PEC): A College committee tasked with reviewing program evaluations and the establishment, modification, or discontinuance of a program.

Program Review: Program review is the process by which individual disciplines / departments and service / support units systematically evaluate their past performance to facilitate continuous improvement, guide resource allocation, and assist the administration and board in making decisions about programs. Program review is a required activity spelled out in accreditation standards and board policy. This plan ties in with the District Technology Plan, Facilities Master Plan, Educational Master Plan for the Integrated Institutional Plan.

Shared Governance: Shared governance is the mechanism whereby employees and students participate equitably and collegially in the decision-making process of the College. The goal of shared governance is to include, within the decision-making process,

representatives of all College constituencies affected by these decisions.

Unit Plans: Plan developed by the deans supported by information and data from program review. The unit plans are done annually and identify the unit goals and resource priorities. Unit plans are submitted to the division vice president for further prioritization and goal development.

FUTURE BOND PROGRAM – PROPOSED PROJECTS

Prioritizing Criteria:
- Health and safety
- Meet demand for classroom and office space
- Provide space to promote student life, non-classroom learning, and engagement
- Promote efficient use of facilities to better serve students
- Replace or modernize facilities, including sustainability practices, to meet anticipated needs for the next three decades
- Meet and/or more fully comply with State and Federal legal mandates and requirements

	Estimated Cost	Rank	LA	PB	PB	PE	JF	EK	JM	MM	KM	KN	KO	CS	JS	LV	DW	Totals
Campus Center Replacement	$29,474,691	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	16
East Campus Classroom and Office Building(s)	$34,674,804	2	2	1	3	3	2	2	2	3	3	2	3	2	3	2	2	35
Administration + Occupational Education Building Modernization	$33,115,940	3	5	3	6	4	5	3	4	8	7	7	6	5	4	8	4	79
Student Services Building Modernization	$15,731,968	4	7	10	8	2	4	6	6	2	8	8	8	7	2	3	3	84
Wake Center Replacement	$40,051,128	5	3	6	7	7	3	8	3	6	6	6	7	3	7	6	11	89
Physical Science Buildings – East Wing and Lecture Hall Modernization	$6,842,378	6	8	4	5	8	6	7	8	4	5	4	5	8	6	5	6	89
Marine Diving Technology Building Modernization and Addition	$2,792,298	7	4	8	2	10	10	10	7	12	2	5	2	4	5	4	10	95
Sports Pavilion - Replacement or Modernization*	$45,433,000	8	6	7	4	11	9	5	5	7	4	3	4	6	12	7	9	99
Library Modernization and Addition	$16,498,624	9	9	5	11	9	8	4	9	11	11	9	10	9	11	10	8	134
Building Efficiency and Energy Generation Projects	$10,302,646	10	11	11	9	5	11	12	11	5	9	11	9	11	9	12	5	141
Schott Center Modernization and Addition	$17,438,832	11	12	9	12	12	7	9	12	9	12	10	11	12	8	9	12	156
Site Improvements	$10,000,000	12	10	12	13	6	12	13	10	10	13	12	12	10	10	11	7	162
Aquatics Facility	$10,554,000	13	13	13	10	13	13	11	13	13	10	13	13	13	13	13	13	186
			91	91	91	91	91	91	91	91	91	91	91	91	91	91	0	

Swing Space, not ranked, this is a necessity for completing the $25,496,610 not applicable

* Sports Pavilion – Replacement or Modernization to be determined later based on ranking and .

Request for resources to support Women's Water Polo team starting Fall 2014

Santa Barbara City College's compliance with Title IX has been under internal review for the past several years. Prompted by demonstrated interest in Women's Water Polo and Swimming through survey data and strong local high school competition, SBCC Athletics developed an action plan for compliance with "Prong 3: Full and effective accommodation of the underrepresented gender." According to the past 3 years of the Sport Interest Survey data, an average of 74 female students that apply to SBCC are interested in playing Intercollegiate Water Polo. This is the most of any female sport that the college does not offer. Furthermore, Santa Barbara, San Marcos, Dos Pueblos, Ventura, and Buena high schools all have strong high school programs that provide a local talent pool for SBCC. In response to this demand, SBCC Athletics held an organizational meeting for women's aquatics (swimming and water polo) on May 16, 2013. At this meeting, 35 women signed in indicating their interest in water polo and 27 signed in indicating their interest in swimming. In order to become compliant with Title IX, the SBCC Athletic department is adding both Women's Swimming (Spring 2014, resources coming from Men's Tennis) and Women's Water Polo (Fall 2014).

By adding Women's Water Polo, the college will benefit will receive between 15-20 additional full-time students. At least 11 of these students would not attend the college if the sport were not offered[1]. This means that the college is generating an additional 11 full-time students, translating to an increased revenue of $50,215.

The addition of Women's Swimming and Women's Water Polo has been in the Physical Education Program Review since 2008. This request needs to be approved prior to the start of Spring 2014 in order to meet the scheduling deadlines for the California Community College Athletic Association and Western State Conference in order to start in Fall 2014.

Request Detail:
Total budget of approximately $30,000 per year
- 8.75 TLU's to offer intercollegiate Course- $10,000
- 2.56 TLU's to offer pre-season conditioning class - $3,300
- Seasonal compensation for Assistant Coach - $4,700
- Transportation to 9 away games - $10,000
- Uniforms/Equipment - $1000
- Increase supplies budget for Athletic Training room - $1000

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[1] NCAA, "Examining the Student-Athlete Experience Through the NCAA GOALS and SCORE Studies" 13, January 2012